The background of the cover features a repeating pattern of red and white concentric circles, creating a dynamic, radial effect.

SIMMONS COLLEGE BULLETIN

1972-1973
CATALOG

**SIMMONS
COLLEGE**

**1972-1973
CATALOG**



Volume LXV

April 30, 1972

Number 3

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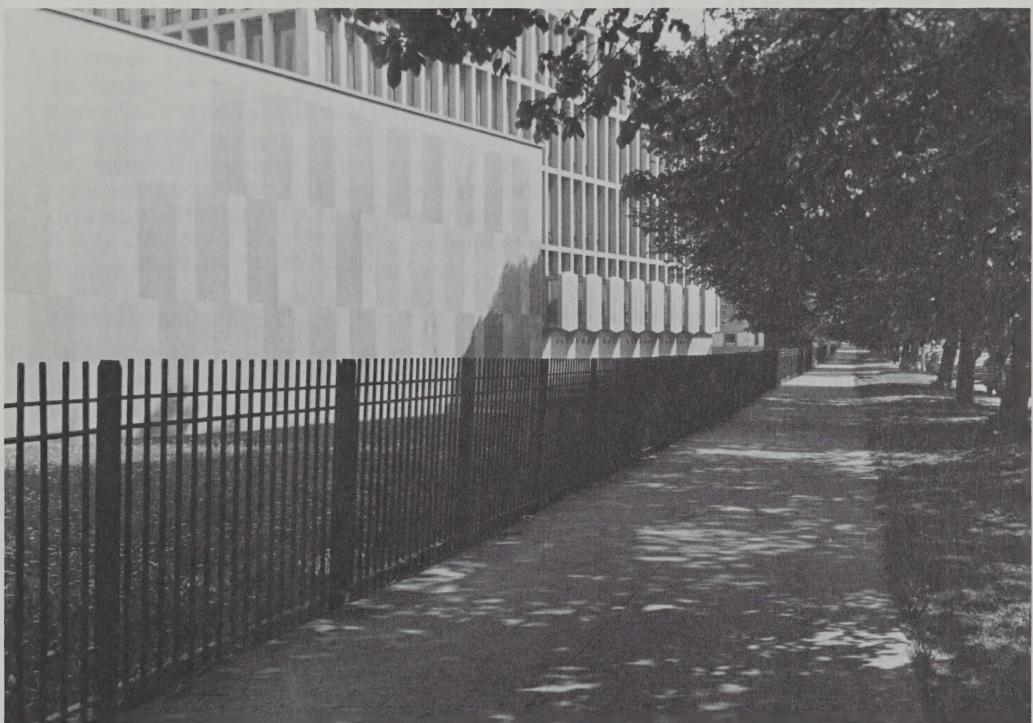
All requests for application forms or for information on admission should be addressed to the Director of Admission, Simmons College, 300 The Fenway, Boston, Massachusetts 02115. All other requests should be directed to the Registrar, at the same address.



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1972

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29	30						27	28	29	30	31				24	25	26	27	28	29	30

1973

Calendar 1972-1973

First Semester

September 4 (Monday)	Freshmen arrive
September 5-7	Orientation
September 8 (Friday)	New student registration
September 9 (Saturday)	Upperclassmen arrive
September 11 (Monday)	Classes begin
November 22-26	Thanksgiving recess
December 15 (Friday)	Formal classes end
December 18-19	Reading and review period
December 20-22	Examinations

Second Semester

January 22 (Monday)	Classes begin
February 19 (Monday)	Washington's birthday
March 30 - April 8	Spring recess
April 16 (Monday)	Patriots' Day
May 8 (Tuesday)	Formal classes end
May 9-10	Reading and review period
May 11, 14, 15	Examinations
May 20 (Sunday)	Commencement

This calendar defines the College year for regular full-time undergraduate students. Students in the physical therapy, medical technology, and orthoptics programs should consult the Health Sciences section of the catalog for information regarding special calendars.



Directory

Main College Building, 300 The Fenway, Boston 02115: 738-2000
after hours: 738-2277

Administrative Departments

Admission Office 738-2107
Alumnae Office 2125
Business Manager 2118
Career Planning 2179
Dean 2105
FEED Program 2244
Graduate Studies 2127
Health Center 2251
Liorary 2241
OPEN 2178
Placement 2115
President 2101
Program Development 2109
Provost 2103
Public Affairs 2128
Public Information 2124
Registrar 2111
Student Employment 2177
Student Financial Aid 2117
Student Government 2214
Treasurer-Comptroller 2121

Academic Departments

American Studies 738-2144
Art 2147
Biology 2191
Black Studies 2161
Chemistry 2181
Child Study Center 2249
Continuing Education 2141-2138
Economics 2161
Education 2157
English 2143
Foreign Languages and Literatures 2152
Government 2161
History 2258
Home Economics 2155
Library Science 2264
Management 2201
Mathematics 2166
Nursing 2206
Philosophy 2164
Physics 2167
Prince Program 2204
Psychology 2172
Publication 2216
Social Work, 51 Comm. Ave. 266-0806
BA Training Program 266-6632
Sociology 2261
Urban Home Economics 2267
Urban Teaching 2219
Urban Youth Program 2138

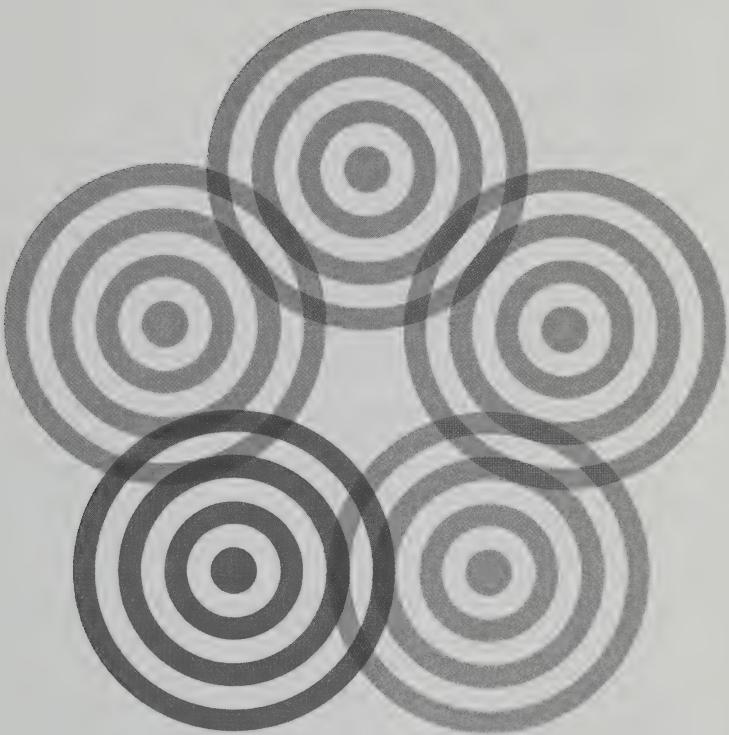
Residence Halls – Offices

Director of Students 738-2278
305 Brookline Ave.
Food Service 2246
321 Brookline Ave.
Health Service 2251
94 Pilgrim Road
Maintenance 2247
231 Brookline Ave.
Manager of Residence Halls 2248
321 Brookline Ave.

Residence Halls

Arnold 738-2273
78 Pilgrim Road
Dix - 30 Pilgrim Road 2275
Evans - 305 Brookline Ave. 2277
Mesick - 291 Brookline Ave. 2281
Morse - 275 Brookline Ave. 2271
North - 86 Pilgrim Road 2283
Simmons - 255 Brookline Ave. 2285
Smith - 54 Pilgrim Road 2287
South - 321 Brookline Ave. 2289





**COLLEGE AND
COMMUNITY**

Simmons College is a private non-sectarian four-year institution serving some 1600 undergraduate women and 900 women and men in graduate and related studies. It was founded at the turn of the century by a Boston businessman who had a novel idea about the higher education of women. John Simmons believed that women should be prepared for lifelong careers in the world of work and human affairs.

Simmons College was chartered in 1899. When it opened its doors in 1902, it was one of the first colleges in the nation, if not the world, devoted to the career education of women.

The Simmons idea is not novel today; indeed, its time has come. Since the early 1900s there have been dramatic changes in society's attitudes toward women and in women's perception of themselves and what they contribute in every field of activity. Simmons College has not only kept pace with these changes, it has helped to shape them in its classrooms, and by the example of its graduates in the careers they have undertaken and the leadership they have provided.

More sweeping change is imminent as women seek, and find, more meaningful lives and greater opportunities across the entire spectrum of employment.

The choice between marriage and a career is no longer an issue for many young women. They see more options for themselves in an economy oriented to human services with innovations such as the four-day week and shared jobs. A woman can pursue a career on a full- or part-time basis — alternating the two in response to demands of the home, entering and re-entering the labor market, engaging in volunteer service

related to her skills, or returning to formal education as interests and career needs dictate.

But in some respects, the new flexibility can work to make a woman's role more difficult. Society increasingly makes a double demand upon a woman — that she be a professional, a manager, an employee as well as a wife and mother.

Simmons is concerned with helping women meet this demand. To be sure, it was founded to prepare women for specific careers, either immediately upon graduation or following postgraduate education. But vocational training is not enough to equip Simmons graduates for the lives they may expect to lead. The Simmons philosophy of liberal education allows students to combine the liberal arts and sciences with professional preparation.

Simmons believes that this combination will make a graduate's employment more satisfying in itself, help her plan intellectual growth and advancement within her chosen career, and enrich her life outside of it.

The ways in which Simmons responds to these needs are detailed in this catalog. Flexibility and individual responsibility mark the curriculum. The courses and concentrations (or majors) listed here are suggestions, ingredients waiting to be combined. Simmons believes above all in individual program planning: Each student should be able to, and want to, create a program of study that is best suited to her.

A student may concentrate in a single discipline or professional field — English or education, biology or management. But undergraduates frequently combine concentrations, and the distinction between an academic and a professional field fades.

Thus, a student may concentrate in English and publication, management and mathematics, biology and nutrition, and so on. Or she can create what is in effect a new concentration by combining groups of courses that have not been combined before or by inventing a new course tailor-made for her own program.

Independent study is a central part of the Simmons experience. A low student-faculty ratio allows for individual attention; the professor will be closely involved in a student's work, and she in her professor's. Most independent work comes in upper-class years, when a student has better defined the scope of her career interests. However, Simmons encourages innovation and has recently launched a program of educational discovery for Freshmen who, working with each other and with faculty advisers, shape their own first-year curriculum.

The Simmons grading system reflects the emphasis on the individual. The College was one of the first in the country to eliminate completely the letter and number, plus-and-minus, hierarchy of grades in favor of a simple Honors-Pass-Fail system. In this way, Simmons tries to encourage students to develop their own approach to their work, to choose courses because they are interesting or important, and to meet standards of performance of their own making.

The larger community of metropolitan Boston is as important to Simmons students as the classroom, and much learning takes place off campus. Many of the departments include field work and internships as part of their regular course of study, or provide opportunities for field work which students plan themselves. The office of a business or financial enterprise,

a publishing house, a government department, a hospital, or a welfare agency — any one of these may play a major role in a Simmons education.

In these and other ways, Simmons strives to help the individual find her place in the urban society of our time. The College is very much an urban institution, deeply involved in and committed to the solution of the human problems of the city. While Simmons students go to the city to seek out opportunities for learning and service, Boston comes to Simmons — through programs which, for example, train teachers for work in inner-city schools, help mature women advance in their jobs, assist high school and junior high school youngsters with remedial and enrichment courses.

Even though Simmons and its students have chosen to remain an institution for young women, its program and location make for a variety of associations. Simmons students go to nearby institutions for courses and field work, male students from other colleges may take courses at Simmons, and many older women are enrolled in continuing education and professional programs at the College.

The Setting

Two campuses, just one block apart, provide the setting for the Simmons community. The Fenway campus is the site of the academic program; the Brookline Avenue campus is the residential center.

The Fenway

The academic campus, bounded by The Fenway, Avenue Louis Pasteur, and Palace Road, looks out over a large city park toward the Museum of Fine Arts and the towers of the Prudential Center beyond. Here are located the main college building, the Beatley Library-Lefavour Hall complex (named after two former presidents of Simmons), and the new Science Center.

The central section of the main building was constructed in 1904; a west wing was added in 1909 and an east wing in 1929. It houses the major administrative offices of the College, many faculty offices, classrooms and lecture halls, a language laboratory, workrooms and other specialized facilities of the Departments of Art, Management, Home Economics, and Nursing. The Physical Education department is headquartered here, and there is a bookstore and a cafeteria.

The Beatley Library, completed in 1961, is the heart of the academic campus, bringing students and books together in airy, comfortable surroundings. Open-stack shelves are dispersed through reading areas; there is a wide range of periodicals, a browsing room for recreational reading, and a music room where stu-

dents may listen to recordings from the library collection.

The College maintains a working collection of more than 150,000 volumes; it is particularly strong in basic reference and bibliographical resources. Outstanding special collections are maintained by the School of Library Science and the School of Social Work. A skilled professional staff provides instruction in the use of the library and assists individual students and faculty members in their study and research.

Through a cooperative arrangement, Simmons students are able to use the library of Emmanuel College, just across Avenue Louis Pasteur, and borrow books there. And on application to the Reference Librarian at Simmons, students can gain access to a wealth of specialized materials in private and public libraries throughout metropolitan Boston, one of the world's great library centers.

Lefavour Hall, also completed in 1961, contains modern classrooms, laboratories, and other instructional facilities of the Departments of Education and Publication as well as of the Simmons School of Library Science.

The Science Center opens its doors for the first time in 1972 and houses the Departments of Biology, Chemistry, Mathematics, Physics, and Psychology. This brand-new, four-story building provides the most up-to-date facilities and equipment for science education, with special reference to the requirements of independent study and research by individual students. It is designed to facilitate close student-faculty contact and interdisciplinary studies; a science library and audiovisual and computer services are conveniently at hand.

Some distance from The Fenway, at 49-51 Commonwealth Avenue, are the buildings housing the Simmons School of Social Work.

Brookline Avenue

The Simmons residence campus is a pleasant, tree-shaded quadrangle bounded by Brookline Avenue, Pilgrim Road, and Short Street, near the intersection of The Fenway and Brookline Avenue.

Near the center of the quadrangle is Bartol Hall, the central dining area, and Alumnae Hall, an auditorium and recreation center used for a variety of occasions. Along Short Street are Hastings House, a former dormitory that has been converted into a center for drama, art, music, and informal gatherings, and the Simmons Health Center, a fully-equipped clinic and infirmary.

There are nine large Georgian residence halls and one small dormitory surrounding the quadrangle. Oldest among them are North and South Halls, which house between 60 and 70 students each. Evans Hall houses 70 students; Arnold, Morse, and Dix Halls each accommodate approximately 120 students. Simmons Hall is the largest of the dormitories with 180 students living in two wings. Finally, Mesick and Smith Halls, both built in the 1960s, house 128 and 144 students respectively.

Most of the rooms in these residence halls are doubles, although some triples are available. Students make application for rooms after receiving notice of acceptance in April; room assignments are mailed early in August.

(The College provides essential furniture for each room, but does not

supply rugs, curtains, or bedspreads. Students must bring their own blankets, towels, pillows, and bed linens or rent them from the local agency designated by the College.)



The City and Beyond

The Simmons campuses are at the center of one of the world's most important concentrations of educational, cultural, and scientific institutions. Within a mile are famous medical centers and hospitals, schools, colleges and universities, museums, libraries, and concert halls — some just a step away.

Their presence nearby is reflected in Simmons' academic and extra-curricular programs. The College has formal cooperative relations with the School of the Museum of Fine Arts, the New England Conservatory, Hebrew College, Wheelock College, and Emmanuel College; students usually can elect courses at any of these. Also, some Simmons departments conduct portions of their academic work at neighboring institutions — hospitals, for example. Finally, a student can make arrangements for work at still other Boston institutions as part of her Simmons program.

Boston also offers almost unlimited opportunities for the pursuit of extra-curricular interests. The variety and number of artistic, musical, and dramatic events; lectures by well-known public figures; political, religious, and social activities create a dilemma of choice almost every evening and weekend. All of these can and do supplement the Simmons educational program in significant ways.

Often Simmons students look beyond Boston for study opportunities. Under approved foreign study programs, students may earn credits for a prescribed course of study at a college or university overseas — taken

over the span of a semester or a year.

Simmons students also participate in the Washington Semester of American University in Washington, D.C. Each year a limited number of qualified undergraduates, usually Juniors, study government, public affairs, and international relations in the capital with a group of students from colleges all over the country. Often this experience opens the way to summer employment and possibly a career in public administration.

There may be other options that an individual student can arrange. They might involve work at another college in the country which, in the opinion of faculty advisers, will enhance progress toward the Simmons degree.



The College Community

Simmons is the doorway into the busy metropolis that surrounds it; yet it can be a quiet place for study sealed off from the city. Its community of undergraduate and graduate students, professors, administrators, and staff is large enough to ensure a wide variety of opportunities and opinions; yet it is small enough to allow continuing close contact among its members.

All of them share in the life and work of the community. From the moment they enter the College, students are considered full-fledged participants, with a voice in the decisions that affect their lives at Simmons.

Individual responsibility is the foundation of the Simmons community. The Honor System is based on the premise that everyone can uphold responsible standards of conduct without supervision. This means freedom in personal affairs; for example, there is no curfew, and students may have guests in dormitory rooms at almost any time.

Simmons students have become increasingly concerned with the affairs of the College and are examining in a variety of ways the principles by which the institution is governed.

A Student Coordinating Council formally represents students in discussions with the President, other administrators, and the faculty. Students also serve on faculty committees, working on problems of curriculum and college policy. And the various academic departments keep in touch with student opinion through liaison meetings.

The Simmons community is busy with a variety of extra-curricular activities. The major student publications are *Janus*, a college weekly; *Potpourri*, a literary magazine; *Microcosm*, the Senior yearbook; and various handbooks of information for students. In addition, the College publishes *Essays and Studies* twice each year, a collection of distinguished papers written by students as part of their course work. *Simmons Now*, a tabloid, provides news for members of the college community, alumnae, parents, and friends on a quarterly basis. Finally, *Simmons Review*, edited primarily for alumnae, provides a publishing experience for Seniors in the Department of Publication.

SCOPE, the Student Committee on Programmed Events, arranges lectures, poetry readings, art exhibits, and films for the college community. The Recreation Association sponsors basketball and volleyball games and oversees such groups as the Sailing Club, the Ski Club, and the Outing Club. In addition, the Recreation Association sponsors Ten Steps Down, the campus coffee-house.

Commuting students have their own organization, through which they participate in all-College affairs and sponsor activities of their own. Religious interests are represented on campus by the Newman Club, the Hillel Foundation, and the Simmons Christian Fellowship. The Black Students Organization works within the College and the Boston metropolitan area to promote interest and pride in the aspirations and accomplishments of black people.

The student Drama Society stages several productions each year. And singers are welcomed by the Glee Club, which gives concerts and occasionally goes on extensive tours,

and by The Second Circle, a smaller group which performs folk and popular music at Simmons and other area colleges.

Interest in an academic subject is carried beyond the classroom; many of the concentrations at Simmons sponsor related organizations — such as the Physical Therapy Club, the Psychology Club, and the Home Economics Club.

Foreign students, as well as others who are interested, are encouraged to join the International Students Association of Greater Boston, of which Simmons College is a member. The Association's Center at 33 Garden Street, Cambridge, sponsors social and cultural events for foreign students and their American friends. Foreign students who arrive in Boston before the Simmons residence halls open may sometimes obtain temporary accommodations through the Center. And the Simmons Alumnae Association provides a host family for each Simmons student from a foreign country.

The student's participation in the Honor System carries with it the expectation that she will accept the standards of conduct and scholarship established by the faculty, students, and administration. The College reserves the right to require the withdrawal of any student who does not maintain acceptable academic standing or modes of behavior.

Attendance is required at all classes. There are no established penalties for absences, but instructors are expected to take attendance into account in evaluating the student's achievement. The responsibility for notification of absence rests with the individual student, and she must understand that the instructor is not obligated to grant requests for

make-up or supplementary work, regardless of the reason for absence.

College appointments regularly take precedence over all other commitments, including outside employment, between the hours of 8:30 a.m. and 5:30 p.m. from Monday through Friday, inclusive, except on legal holidays. In addition, attendance may be required at class meetings or examinations scheduled at times outside these regular hours (certain class meetings are held after hours or on Saturdays).

An undergraduate student who withdraws from the College during the academic year must notify the Dean in advance. Any student planning to withdraw must ask her parents to provide the College with written notification.

A student who plans to marry during the college year must notify the Dean in advance. The College does not provide housing for married students, and permission to continue in residence following marriage must be secured from the Dean.

Undergraduate students who do not commute from their own homes are expected to live in the Simmons residence halls. Rooms on the campus are reserved for the entire college year, and any changes in residence during the year must receive prior approval from the Dean. There may be opportunities for off-campus living for upperclassmen, but such arrangements can be made only with advance permission.

All students who live on campus are expected to eat their meals at Bartol Hall at the regularly scheduled times. Special dietary arrangements are possible with the authorization of the College Physician. A kosher kitchen in Hastings House is available to students.

Student Services

In keeping with its philosophy of individual study and career planning, the College maintains supplementary educational and personal services for its students.

The Dean's Office is at the center of the student service organization. Its primary mission is to provide individual guidance for students with an open door policy which welcomes their ideas and concerns. In addition, the Dean and her Associate coordinate the activities of the other student services within the College.

The Needham Career Planning and Counseling Center's staff offers a combination of personal and academic counseling with career planning on a confidential, no-fee basis.

The Office of Supportive Instructional Services provides academic guidance, including tutoring in all basic freshman courses as well as many higher-level ones. Remedial and developmental reading are also available.

The Office of Student Financial Aid assists students who have financial needs. In addition, this office determines students' eligibility for work under various financial aid arrangements. (Simmons participates in the Federal College Work-Study Program which provides term-time and summer positions for eligible students.)

The Student Employment Office aids students seeking work during the academic year or during the summer, on- or off-campus. Notices of available positions are posted outside the office, and students interested in jobs register their qualifications and needs in the office. (Scholarship stu-

dents are given preference for positions within the College.)

The Placement Office assists Seniors, graduate students, and alumnae in finding permanent positions. Recommendations from the Simmons faculty and former employers are kept on file in this office and are available when needed to support new job applications. The Placement Office's library of career information is open to students and alumnae who wish to learn more about employment opportunities.

Health Services. Simmons has its own Health Center located on the residence campus. The staff includes the Director of Health, two other physicians, two consulting psychiatrists, a consulting gynecologist, a consulting dermatologist, a roentgenologist, an X-ray and laboratory technician, and nurses. Physicians have daily office hours during the school year in the Health Center, which also houses an infirmary. The Simmons College Infirmary is licensed by the Commonwealth of Massachusetts Division of Hospital Facilities and is a cooperating member of the Massachusetts Hospital Service (Blue Cross).

All undergraduate students registering for a full-time program (12 semester hours or more) must file with the College Physician a satisfactory certificate of health which the College provides. A student returning to the College after an absence of a semester or more may be required to submit a new health certificate.

The College does not provide medicines, but students in the medical technology, basic professional nursing, and physical therapy programs may receive at no cost immunization against smallpox, diphtheria, tetanus,

typhoid, paratyphoid, and poliomyelitis. Any necessary diagnostic X-ray work is free unless it requires special apparatus. Routine laboratory tests prescribed by college physicians will be done without additional charge.

Minor illnesses are treated by the physician at the Infirmary; more severe or prolonged illnesses are referred to hospitals or approved physicians in the city. Parents may request that reports of treatment or consultations be sent to the family physician.

Students who have contracted any contagious disease, including severe sore throats or upper respiratory infections, should not return to College at the end of vacation unless they are admitted directly into the Infirmary.

Participation in the Student Accident and Sickness Insurance Plan is compulsory for all undergraduates. This full-year plan is designed to supplement, not replace, the usual hospitalization programs carried by most students, which often do not cover the most frequent student needs — such as ambulatory consultations, laboratory work, and extra infirmary care.

Physical Education. All first year students must take two hours of physical education a week. Upperclassmen may participate in any activities they choose. Facilities of the Physical Education department include two rooms equipped for indoor activities; dressing rooms, showers, and lockers; and some outdoor facilities. Specific information about physical education is on page 130.

The Alumnae Association

This independent organization is the connecting link between students and more than 18,000 Simmons graduates throughout the world. It provides students with opportunities to meet alumnae and discuss career interests. Two undergraduates serve on its Executive Council. There are 46 alumnae clubs in the U.S., and together with the class organizations and the Alumnae Affairs Office at the College, they address themselves to the educational and professional concerns of alumnae through various on- and off-campus programs. The Association provides important financial support for the College through its Annual Fund, and gives scholarship aid and academic awards to students.



Expenses at Simmons

A new tuition system, instituted for the 1972-73 academic year, is based on a charge per credit hour of instruction. The College believes that this is more flexible than the fixed tuition fee of the past.

The basic tuition charge is \$80 per credit hour, and most courses of instruction are of four credit hours, or \$320 a course. So the usual academic load of four courses, taken in each of the two semesters of the college year, amounts to 32 credit hours, for a tuition charge of \$2560.

The basic charge for room and board on the residence campus is \$1280. There is a \$20 orientation fee for Freshmen and transfers, and membership in the Student Accident and Sickness Insurance Plan is required of all full-time undergraduates at a cost of \$55. Finally, all full-time undergraduates pay a \$25 student activity fee, which supports a number of student-run activities and events.

College charges for tuition, fees, and residence must be paid prior to the completion of registration and before attending classes. The first term payment is due on or before August 25 and the second payment on or before January 15. The first term payment must include the premium for Student Accident and Sickness Insurance and the activities fee. Otherwise, tuition and residence charges are divided evenly between the two terms. For fourth-year students in medical technology and orthoptics, a payment is due on June 15.

Payments made by students must be accompanied by an Estimated

Term Bill form completed by the parent or student. These forms are distributed in advance to prospective students by the Comptroller's Office. No other advance statement or billing will be sent.

Checks should be made payable to Simmons College and sent to The Comptroller, Simmons College, 300 The Fenway, Boston, Massachusetts 02115, or presented at the cashier's window at the College.

Parents and students may wish to pay tuition and other fees in monthly installments. A number of banks and other reputable financial concerns offer services along these lines; newly-accepted students and their families will often receive direct mail advertisements from such firms. The College is not able to control such offerings, has no financial interest in them, and cannot recommend any particular plan. Any such tuition proposal should be studied carefully before its terms are accepted.

For an undergraduate carrying the usual course load of 32 credit hours (four courses in each of the two semesters), the following college budget is suggested.

	Resident	Commuter
Tuition	\$2560	\$2560
Residence (room & board)	1280	—
Orientation (Freshmen & transfers only)	20	20
Accident & Sickness Plan	55	55
Student Activity Fee	25	25
Books, Supplies, Etc.	150	150
Transportation & Lunches	—	270
	\$4090	\$3080

(Additional expenses, such as travel, recreation, clothing, cleaning, and laundry, must be taken into account by the individual student.)

The full-time program in physical therapy calls for a slightly different tuition fee structure:

	Resident	Commuter
Final Half-year in Physical Therapy	\$1360	\$720

Tuition and Residence Deposits

A tuition deposit of \$50 is required of all candidates upon acceptance. The deposit is credited on the first bill, but it is forfeited if the student does not register for courses during the year for which she is accepted.

A residence deposit of \$100 is required before a room can be reserved on the College campus. It will remain on deposit during the time the student is in residence. If notice is received on or before July 1 that the student does not wish the room, the \$100 will be returned. New students — Freshmen and transfers — receive the bill for this deposit with the notice of acceptance for admission.

Refund Policy: Tuition

1. If written notification that a student has withdrawn is received by the Dean prior to the first day of classes, the amount paid for tuition (less the tuition deposit required for new students) will be refunded.

2. If written notification of withdrawal is received by the Dean on or after the first day of classes and before December 1 for first semester and April 1 for second semester, 50% of the tuition charge prorated to the unexpired portion of the semester will be refunded. For these purposes, the semester begins with the first day of regularly-scheduled classes and ends with the last day of regularly-scheduled classes. Calendar days (including holidays, Saturdays, and Sundays) are used to prorate tuition and to calculate refunds.

3. Student aid awards or loans from the College will be deducted from the total tuition charge before tuition is prorated for purposes of making any refund.
4. For purposes of calculating any refund, the date of withdrawal will be that date when written notification of withdrawal is received by the Dean.

5. Refunds for the unused portion of the health insurance are as stated in the insurance brochure.

Refund Policy: Residence Fees and Deposit

A resident student is required to pre-pay all residence charges. If a student withdraws during the first seven weeks of a semester, a prorated amount for basic costs will be refunded from the date the student identification card is returned to the Director of Students. No refund will be made after the seventh week of the semester.

The \$100 security deposit reserves a room on the residence campus and will be held as a deposit against any charge for damages or loss attributed to the resident. This deposit is refundable only under the following conditions:

1. For the student who, prior to July 1, cancels her room reservation for the ensuing academic year.
2. For the resident student who withdraws from the College during the academic year and has paid all residence charges for that year.
3. For the student who graduates and has paid all residence charges.
4. For the student who has permission from the Dean to withdraw from residence at the end of the first semester and who has given notice of her withdrawal by December 1.



ADMISSION AND FINANCIAL AID

Admission

The campus at Simmons is a lively, diverse community. Students come from most of the 50 states and more than a dozen foreign countries. They represent a variety of religious, racial, and economic backgrounds. They have a variety of interests, as well—in their studies and in their extracurricular activities.

To retain this diversity is the responsibility of the Committee on Admission, and this means that policies must be flexible, focusing on the individual applicant's qualities of scholarship and character. As the Committee selects the Freshman class of up to 450 students, its concern must be the student—what she can bring to Simmons and what Simmons can offer her.

The credentials that each applicant must submit are listed below. The most important is the high school record. A careful study of the number and level of courses that a student has taken, her grades, and the school's recommendation give the Committee an indication of the kind of work she can be expected to do in college.

What the student has to say about herself, in writing her application and during an interview, tells the Committee about her interests, the kinds of activity to which she has devoted her time and energy.

Finally, the results of the required aptitude and achievement tests help to complete the picture.

In the winter and early spring, the seven members of the faculty and administration who make up the Committee on Admission review each

applicant's credentials. They bring their impressions together and select for admission those students who appear to be best qualified for Simmons. Decisions are sent to candidates before April 1.

Application Procedure

1. Application Form. Each applicant fills out a form furnished by the Office of Admission and returns it by January 15 with a fee of \$15.

2. Application for Financial Aid. The financial aid application form, also available from the Office of Admission, must be returned to the Director of Financial Aid by January 15. For further information about financial aid, see page 26.

3. School Record. The Admission Office sends a form *directly to the high school* on which the counselor reports the student's record and the school's recommendation.

4. College Board Tests. Every applicant must take the Scholastic Aptitude Test and three Achievement Tests, one of which must be the English Composition Test. Scores must be reported to Simmons by the College Board. For information concerning these tests, write the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94701.

5. Personal Interview. Each applicant should visit the College. An interview, although not required, is strongly recommended. The Admission Office is open for interviews Monday through Friday from 9 to 4. There are Saturday office hours from 9 to 12, from October until March. Make appointments well in advance.

6. Health Certificate. A certificate of health is required, usually after acceptance, on a form supplied by the College. Any physical handicap

should be mentioned in the application for admission and on the health certificate, so that if arrangements for special attention are necessary, they may be taken into consideration.

Early Decision Plan

The College has a plan for early consideration, under which a student must submit an application before November 1. Decisions are sent to Early Decision Plan candidates before December 1. If the applicant is accepted, she must agree to withdraw applications to other colleges and satisfactorily complete her senior year in high school.

Advanced Placement

Academic credit and advanced placement at Simmons may be granted to students who have completed college-level courses in secondary school. Achievement in the Advanced Placement Tests of the College Board is recognized as follows: Credit will be given for scores of four and five; credit may be given, on recommendation of Simmons faculty members, for the score of three; no credit normally will be given for scores of one or two.

Transfer Students

Transfer applications are welcome at Simmons, and each year approximately 100 students are admitted to the College with advanced standing. Credit is granted for courses successfully completed in other institutions that are the equivalent of those offered at Simmons. The amount of credit given to a transfer on entrance depends upon the requirements in her field of concentration, as well as upon the courses that she has completed. The Committee on Admission considers transfer applications on

an individual basis, and decisions are sent to candidates as soon as possible. A statement of credit accompanies the notice of admission.

The procedure for application for transfer is as follows:

1. Application Form. Each applicant fills out a form furnished by the Office of Admission and returns it with a fee of \$15.

2. Application for Financial Aid. The completed financial aid application form must be returned to the Director of Financial Aid by January 15. For further information about financial aid, see page 26.

3. School Record. The secondary school last attended sends a complete transcript of the applicant's record on a form sent directly from the College.

4. College Board Tests. The Scholastic Aptitude Test is required. Scores of tests taken before college entrance may be used. If the test has already been taken, the candidate should ask the College Entrance Examination Board (Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94701) to send the results to Simmons. If the test has not been taken, the candidate should write to the College Board in order to register for the test. Achievement Tests are not required of transfer applicants.

5. College Record. Simmons expects each candidate to present an official transcript of her college record, together with the results of any objective tests of aptitude and achievement that may have been taken at her college. When final grades are available, the applicant must file a supplementary transcript.

6. Dean's Recommendation. The College asks the Dean of the institution last attended to furnish a con-

fidential report on the qualifications of the applicant.

7. Health Certificate. Each applicant is required, usually after acceptance, to complete the certificate of health provided by Simmons. Any physical handicap should be mentioned in the application for admission and on the health certificate, so that if any arrangements are necessary for special attention, they may be taken into consideration.

Continuing Education

Simmons offers its courses to women who seek further training after an interruption in their formal education. Some women who left college before graduation want to complete work for the baccalaureate degree; others who have undergraduate degrees wish to continue work toward advanced degrees or prepare themselves for employment in a new field. By allowing these students to study on a part-time basis, Simmons helps them carry on their education while they are still fulfilling family or employment commitments.

Women who are considering a continuation of their studies may obtain information and individual counseling from the Division of Continuing Education at 300 The Fenway, Boston, Mass. 02115.

Financial Aid

Simmons makes its educational opportunities available to as many capable and promising students as possible and welcomes applications from students who without assistance could not meet their expenses at the College.

Simmons participates in the College Scholarship Service of the College Entrance Examination Board. This means that the College believes that the amount of aid given a student should be based upon financial need. The Scholarship Service assists the College in determining need, and all applicants for assistance must submit a copy of the Parents' Confidential Statement to the appropriate College Scholarship Service Center.

Financial aid is offered in the form of scholarships, loans, and part-time employment.

Scholarships

Scholarships are awarded on the basis of need, academic achievement and promise, and personal qualifications. The number of students selected for awards each year is determined by the amount of money available and the needs of those applying for it.

Once a student has completed her application for financial aid (see below), she is automatically considered for all awards administered by the College; she need not make special application for any one scholarship. The College offers grants in amounts up to \$4000, and these grants arise from nearly 75 named and special scholarships — provided by generous alumnae and friends of the College. For a few scholarships there is regional preference — such as aid from

Simmons alumnae clubs which the College attempts to allocate to students entering from a club's geographical area.

A number of other scholarships are provided by the Government. Special nursing scholarships are provided by the Federal Government and are available to students of exceptional need who are enrolled in the Department of Nursing.

Educational Opportunity Grants, also from funds provided by the Federal Government, are available to qualified high school graduates, and may be used to supplement other assistance to meet a student's needs in full.

State scholarship programs are another possibility that applicants should investigate. A number of states, among them Connecticut, Massachusetts, New Jersey, Pennsylvania, Rhode Island, and Vermont, offer awards which may be used outside of the state at the college of the applicant's choice.

A limited number of Physical Therapy Traineeships are made available through the Rehabilitation Services Administration to full-time students, enrolled in physical therapy as Juniors and Seniors, who are interested in future work in the rehabilitation of the disabled.

Psychiatric-Mental Health Trainee Stipends, again limited in number, are available through the National Institute of Mental Health. They are granted to full-time Juniors or Seniors in the Department of Nursing who plan to enroll in a graduate program in psychiatric-mental health nursing after completing their baccalaureate program.

Loans

Simmons College Loans are available



to undergraduates who are studying on a full-time basis, and who without such assistance would be unable to meet their educational expenses.

National Defense Student Loans, from funds provided partly by the Federal Government and partly by the College, are available to both full- and part-time students who are admitted to one of the regular programs of the College.

Nursing Student Loans, again financed jointly by the Government and by Simmons, are available to full-time students enrolled in the Department of Nursing.

The New England Society in the City of New York makes available to deserving students, especially those of New England birth or ancestry, small temporary loans to meet emergency personal needs (to cover no more than one college year).

Guaranteed Insured Loans, authorized by the Higher Education Assistance Act of 1965, are available to both full- and part-time students through private commercial lenders such as banks, credit unions, and savings and loan associations. Information about these loans can be obtained from participating agencies in the student's home area.

Part-Time Employment

Simmons expects that most students will be able to work part-time, on the campus or in the Boston area, to help meet college expenses. Students interested in work opportunities should register with the Office of Student Employment (see page 19). The College participates in the Federal College Work-Study program.

Applications for Financial Aid

Prospective freshmen interested in

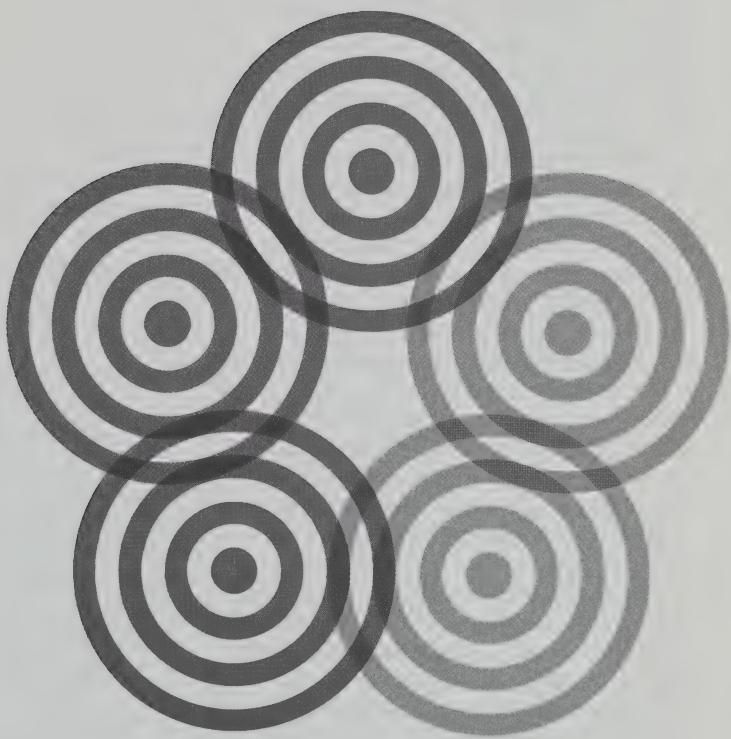
applying for financial aid should do so at the time of applying for admission. The Financial Aid Application is available from the Admission Office at the College; the Parents' Confidential Statement is available from the high school. Notice of awards will be sent, insofar as possible, at the same time as admission decisions.

Once a student has been given aid for her Freshman year, continuance of financial assistance is assured — depending on her financial need — for each of her undergraduate years as long as her academic and personal record is acceptable to the Financial Aid Committee. However, the College expects every student to assume a greater share of the responsibility for meeting her own educational expenses each year through increased summer earnings, term-time work, and loan assistance. Students must file an application for aid with the Director of Student Financial Aid and a Parents' Confidential Statement with the College Scholarship Service each year. These forms are available in the Office of Student Financial Aid.

Gift aid in the upperclass years, beyond that committed to the renewal of Freshmen awards, is limited but the College will make every effort to provide loans and work opportunities.

Aid for Transfer Students

Students transferring to Simmons are also eligible for financial aid. However, awards are limited in number.



THE EDUCATIONAL PROGRAM

The Educational Program

The Simmons approach to liberal education is flexible, and the curriculum allows each student to develop a program suited to her individual interests and career plans. Some students select a field of concentration during their first semester at the College; others take more time for exploration. But all students must make a decision by the end of their Sophomore year.

Some of the resources with which the College helps a student make her decision have been mentioned earlier in this catalog — for example, the Career Planning and Counseling Center, the Student Employment and Placement offices. In addition, faculty advisers assist students to plan their programs, and the field work and internships provided by many of the academic departments are an opportunity to test career areas, and to consider the possibility of further professional study after graduation.

Simmons College itself offers graduate professional education in social work, library science, education, English, French, and Spanish. For information about these programs, consult the section of the catalog covering Graduate Studies on page 172.

Individual Program Planning

Each student's program should be a carefully-developed plan of study including 1) courses selected to fulfill distribution and depth requirements, 2) courses required of and elected by a student in a field of concentration, and 3) independent work or field study during the Senior year. The total program should be integrated

so that each part reinforces the whole.

To ensure a broad education as well as depth of specialization, students must take a minimum of 128 semester hours before they graduate.

Forty-eight hours should be in the liberal arts and sciences. Twenty-four hours of these are to be chosen from each of the three areas of the distribution requirement: humanities (literature, the arts, philosophy), science and mathematics, and the social sciences and history. The remaining 24 semester hours may be chosen from all three areas of the distribution requirement, or they may be limited to one or two — with the understanding that these courses be outside the field of concentration which a student selects.

The student is expected to take between 20 and 40 semester hours in a field of concentration, as determined by the department of the student's choice. Additional courses may be prerequisite to a field of concentration in the sciences, economics, mathematics, psychology, home economics, and the health science programs; these may be used by the student to fulfill the breadth and depth requirements in the arts and sciences.

The remainder — some 40 to 60 semester hours — are electives to be selected from a student's field, from the liberal arts and sciences, or from a second field of concentration.

Interdepartmental Programs

Students may elect a field of concentration as presented in the catalog, or they may decide that an interdisciplinary concentration may better enable them to pursue individual career interests. The curriculum offers these options:

1. Students may elect a concentration in a department like Publication or Education, where the department requires a second academic concentration;
2. Students may elect to undertake two full academic concentrations;
3. Students may elect a concentration in one department together with a combination of courses fulfilling the distribution and depth principles, achieving the equivalent of two concentrations;
4. Students may select an interdepartmental concentration such as Finance, American Studies, or Economics-Mathematics which combines the academic work of two or more disciplines according to a prescribed sequence of courses.

Additional Programs

In addition to the interdepartmental concentrations described above, there are two alternative programs on the Simmons campus, one for upperclassmen and one for Freshmen.

The Option for Personalized Educational Needs — the OPEN program — is designed for the student who believes that her academic and career objectives cannot be achieved through one of the listed concentrations or the joint or double concentrations. Students accepted into the OPEN program are not subject to departmental or interdepartmental requirements regarding concentrations. But they must fulfill College degree requirements — distribution, depth, independent study or field work, foreign language proficiency, and the English requirement.

The student interested in OPEN should schedule an interview with the program coordinator to discuss her ideas. Then she will be expected to

develop, with the help of a faculty adviser, a detailed program of study built around a concentration designed to prepare her for her career objective. This program must be approved by the coordinator before a student is admitted to OPEN. (Further information may be obtained from Mr. James L.V. Newman, OPEN Coordinator, 300 The Fenway, Boston, Mass. 02115.)

The Freshman Experiment in Educational Discovery — the FEED program — was developed by students and faculty who believed that the freshman learning experience should be exploratory and responsive to the needs and interests of individual students.

The 30 Freshmen in the program live together and do not register for formal classes. With the help of the FEED staff of four faculty members from different departments, each student develops a personal "contract" outlining her expectations for the year, including a specific problem area of interest to her. In addition, she engages in some form of human service activity, spending the equivalent of one day a week in community service. Weekly colloquia, seminars, films, and speakers offer opportunities to emphasize the central mission of FEED — which is to

integrate the pursuit of knowledge with the search for identity.

By combining support and encouragement with high intellectual expectations, FEED asks the student to become the primary agent of her learning — and at the same time builds a spirit of community among its members.

Enrollment is limited to 30. All prospective Freshmen will receive information about FEED, and an application for admission to it. Selection by the faculty will be based on the responses to questions in the application. (Further information is available from Miss Mary Page, FEED Coordinator, 275 Brookline Ave., Boston, Mass. 02115.)



Degree Requirements

The Bachelor of Arts degree is the baccalaureate degree conferred on students in all concentrations except those in the Departments of Biology, Chemistry, Mathematics, Physics, and in the health sciences, where the Bachelor of Science is awarded.

A candidate for a degree or a diploma is expected to complete satisfactorily the work of an approved program, including all required courses, within the normal number of college years. When a student withdraws for a period which would extend the work of her program beyond a normal length of time, the additional work required for satisfactory completion will be determined by the faculty.

Any outstanding financial obligations to the College must be discharged before a degree or diploma can be granted.

Requirements for the award of the Simmons baccalaureate degrees are:

- I. English 10 or 11 or the equivalent.
- II. Distribution Requirements
24 semester hours
Humanities (literature, arts, philosophy)
8 semester hours
Science and mathematics
8 semester hours
Social science and history
8 semester hours
- III. Depth in Arts and Sciences to be elected from all three areas or limited to one or two areas
24 semester hours

- IV. Field of Concentration
20-40 semester hours
- V. Independent Study and/or Senior Seminar under the supervision of a Simmons faculty member
8 semester hours
- VI. Proficiency in a foreign language must be demonstrated in one of these several ways:
 1. By successful completion of 8 semester hours of a foreign language on the second-year or intermediate level. However, students who are placed at the 21 level or higher may complete the requirement with 4 semester hours;
 2. By passing a proficiency test administered at the beginning of the college year and toward the end of each semester; or
 3. By an appropriate grade in the foreign language achievement test of the College Entrance Examination Board.
- VII. Completion of 128 semester hours with a passing evaluation. A transfer student must spend at least three semesters and earn a minimum of 48 semester hours of credit while regularly enrolled at Simmons in order to be eligible for the Simmons degree.
- VIII. The recommendation of the department or program adviser that the degree be granted. The student must complete one-third to one-half of the courses required for the concentration, including a substantial amount of advanced work, while regularly enrolled at Simmons so that her department can ade-

quately evaluate her for this recommendation. Should a student transfer out of Simmons, but wish to receive the Simmons degree, she must have spent a minimum of four semesters at Simmons and apply for her degree within four years after leaving the College. In this case her independent study requirement must still be met by registration in one or more courses at Simmons which satisfy the conditions for independent study.

Marks and Evaluations

Evaluations of student work, based on class work, examinations, and other course requirements, are:

Honors (superior performance characterized by originality and creativity)

Pass (acceptable performance)

Fail (unacceptable performance)

AW (approved withdrawal)

UW (unapproved withdrawal)

RW (required withdrawal)

In the case of a Fail evaluation, special conditions may be imposed by the faculty, in which case both the student and her parents or guardian are notified. Cases of students in academic difficulty come before the Administrative Board, which can take whatever action it sees fit except for exclusion from the College, which must be approved by the faculty. (*Exclusion* means that the student may reapply for admission after at least one semester has elapsed.)

The Administrative Board is guided by the following:

Any student who receives two or more Fails in any given semester may be excluded from the College. (In the case of Freshmen, informal warnings of academic difficulty are forwarded to the Registrar by individual faculty

members approximately halfway through the first semester at Simmons, and counseling and assistance are made available.)

Honors evaluations are attached to outstanding performances "characterized by originality and creativity." There are certain situations, such as an introductory language course, where it may be difficult to describe the best performances in these terms. In such cases, instructors use their own judgment to establish equivalent measures of excellence.

Recognition of Merit

Various departments of the College offer honors programs to qualified students. College requirements for honors programs are:

1. Independent study at an advanced level, as offered in departmental honors programs to the extent of at least four semester hours;
2. Satisfactory completion of a thesis, project, or other investigation approved by the department in which the honors candidate concentrates; and
3. Passing a suitable comprehensive examination prepared and graded by the department in question.

Academy is the honor society of Simmons College. Students with superior achievement may qualify for admission after completing a minimum of 96 semester hours, at least 48 of which have been taken at Simmons.

Degrees with distinction are granted to students whose total achievement for four years has certain qualities of excellence, who are members of Academy, and who are recommended by their department.

The Graduate Division

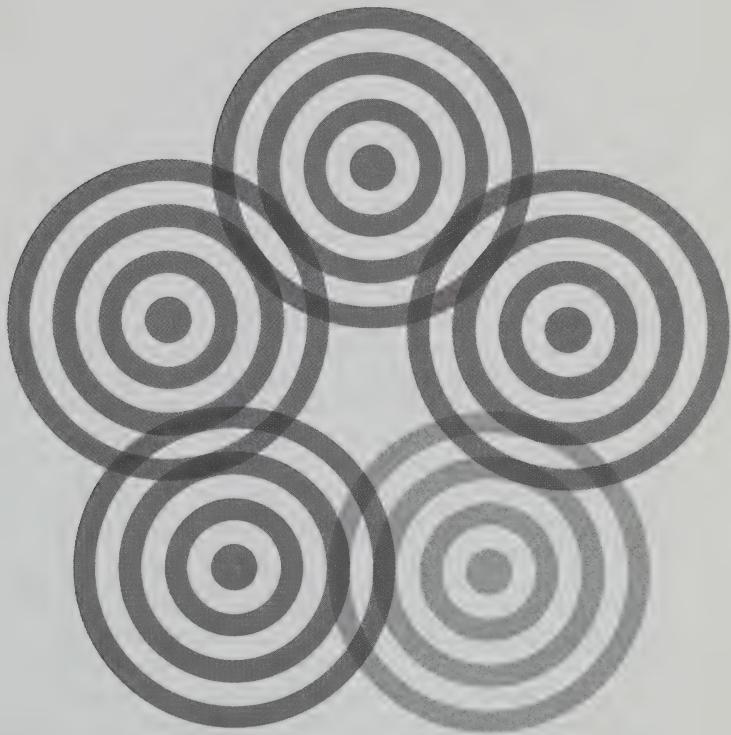
Graduate Education has been offered at Simmons since the founding of the College. This year, more than 700 graduate students are enrolled in programs leading to the Master's degree in library science, social work, education, home economics, Spanish, French, English, and on occasion, other concentrations. Both part-time and full-time programs are available, and both men and women are accepted into the graduate program.

General requirements for all Master's program are listed below. Under these broad stipulations, the programs vary somewhat in the time limits within which work must be completed, and semester hours required for the degree.

Applicants for admission to the Library School should write the Director of the School of Library Science, 300 The Fenway, for a School catalog and an application for admission. Students are admitted to the School of Library Science to begin programs in the fall, winter, or summer semester.

Applicants for admission to the School of Social Work should write to the Director of that School at 51 Commonwealth Avenue, Boston, for a School catalog and an application for admission. This program begins only in the fall semester.

Applicants for other programs should write to the Chairman of the Department in which they are interested, 300 The Fenway, Boston. Those interested in concentrations in the Health Sciences should write the Chairman of the Department of Biology, 300 The Fenway.



COURSES AND CONCENTRATIONS

The concentrations of study and courses of instruction offered at Simmons College are listed on the following pages. The requirements for each concentration are listed on the first page of that department's discussion, and courses within each department are listed following the description of the department. Any changes in the courses listed, which may seem advisable because of varying objectives of students, are subject to the approval of the department or program in which the student is enrolled. The College reserves the right to make changes in the courses announced, or to omit any course for which there is insufficient enrollment.

A course that occupies a fourth of the full-time effort of a full-time student enrolled in a regular four-year program, irrespective of the actual number of class exercises, is assigned credit of 4 semester hours. A course that occupies a smaller fraction of a student's effort is assigned credit in the same ratio.

In the course numbers, the digit following the hyphen indicates the period during which the course is given. The **0** indicates a course given for the full college year; the **1** and **2** indicate first and second half years respectively. An **S** preceding the course number indicates a summer course.

Individual study courses, numbered 60-1, 2, for credit of 4 to 8 semester hours, are available in nearly all of the departments of the College. These special courses allow students to concentrate in some field of interest in which they may do individual study. These courses are conducted exclusively by individual conferences and reports, and hours and credits are specifically determined for each student. These courses may not duplicate material available through a course in a recognized curriculum, and should contribute to a coherent pattern and the individual student's academic program. Approval must be given by the instructor of the course and the student's academic adviser. A student may not take more than four individual study courses during her baccalaureate program.

Departmental Concentrations

Department of Art and Music

The Department of Art and Music offers a concentration in art as well as courses in music. The concentration in art includes courses in both the history of art and the practice of art. All students concentrating in art are required to do at least a minimal amount of work in the practice of art.

With rare exceptions, career preparation in art history must be completed in graduate school. A number of institutions, usually large universities, offer specialized training leading to the master's degree and to the doctorate in art history. Further study at graduate school is necessary for careers in teaching at the college or junior college levels, or for a variety of careers in the museum field.

Students desiring more extensive professional education in the practice of art than can be combined with an undergraduate program will normally complete their career preparation in graduate or professional schools. Advanced professional training in the practice of art may lead to careers in a wide variety of fields, such as college teaching, publishing, various types of commercial design, architecture and city planning, ceramics, painting, sculpture, and printmaking.

Concentration in Art

Requirements

Students are required to complete 28 semester hours in art history, 4 of which may be replaced by a course in the philosophy of art, distributed as follows:

At least 4 semester hours in a proseminar in the history of art;

At least 4 semester hours in the history of art outside the Western tradition (Art 22a, 22b, 28); 8 semester hours in the practice of art.

Note: Art History 20 is not acceptable for credit toward a concentration in art. Students considering art as a concentration should take Art History 21, 24, or 26 as their first course.

Although there is no strict sequence in which these courses should be taken, it is recommended that 8 semester hours in the practice of art be taken during the second, or at the latest, the third year. A proseminal would normally be preceded by a lecture course in the pertinent period of art history. Individual study courses may be taken by qualified students under the designation Art 60 (see Individual Study, page 36.)

Students planning graduate study in the history of art should acquire a reading knowledge of at least two foreign languages and in choosing electives should place heavy emphasis upon areas such as history and literature, which will provide them with a varied general knowledge of cultural history.

The concentration in art may be combined with a number of other departmental concentrations. A student interested primarily in the history of art might con-

sider a second concentration in English, history, philosophy, French, or Spanish. Students concerned especially with the practice of art may find a profitable second concentration in publication, home economics, or management.

Courses

Art

Art 15-1, 2 Introduction to Studio Art 4 sem. hrs.

Basic studio procedures in drawing, painting, and three-dimensional work. The course is planned for the student with little or no studio experience who wishes to become familiar with problems of structure organization and meaning in art. Various media and techniques in black, white, and color will be considered. *Mr. Wallace, Mr. Oppenheim.*

Art 16-1, 2 Introduction to Studio Art 4 sem. hrs.

Continuation of Art 15 with emphasis on color. *Mr. Wallace, Mr. Oppenheim.*

Art 17-1 Advanced Studio Art 4 sem. hrs.

An extension of the basic studio courses in which the student is encouraged to define personal directions and procedures. At present, due to space limitations, painting is the major activity. However, the student wishing to do three-dimensional work may do so within limits imposed by space and equipment. *Mr. Wallace, Mr. Oppenheim.*

Art 18-2 Advanced Studio Art 4 sem. hrs.

Continuation of Art 17. *Mr. Wallace, Mr. Oppenheim.*

Art Hist. 20-1, 2 Introduction to the Visual Arts 4 sem. hrs.

Close study of a small group of works of painting, sculpture, and architecture representing several major phases of Western culture from ancient Greece to contemporary Europe and America. *Mrs. Thomas, Miss Jayne.*

Art Hist. 21-1 Art of the Italian Renaissance 4 sem. hrs.

Painting, sculpture, and architecture in Italy during the fifteenth and sixteenth centuries. Emphasis on such major figures as Donatello, Leonardo da Vinci, and Michelangelo.

Art 22a-1 Arts of the Far East — India 4 sem. hrs.

Cultural and aesthetic aspects of the arts of India from prehistoric times to the present.

Art 22b-2 Arts of the Far East — China and Japan 4 sem. hrs.

Cultural and aesthetic aspects of the arts of China and Japan from prehistoric times to the present.

Art Hist. 23-1, 2 Art in Europe, 1750-1900 4 sem. hrs.

Painting, sculpture, and architecture from the neoclassical movement of the late eighteenth century to Cézanne and Rodin. Emphasis on such artists as Delacroix, Monet, and Van Gogh. *Mrs. Thomas.*

Art Hist. 24-1, 2 Twentieth-Century Art in Europe and America 4 sem. hrs.

Painting, sculpture, and architecture in Europe and America from the Fauve and Cubist movements in Europe to contemporary abstract art. Emphasis on such major figures as Picasso, Matisse, and Le Corbusier in Europe and on such recent American artists as Pollock, de Kooning, and Calder. *Mr. Lustig, Miss Jayne.*

Art Hist. 25-1 Art in America, Nineteenth and Twentieth Centuries 4 sem. hrs.

Painting, architecture, and sculpture in America from the Revolution to the present. Emphasis on such major themes as romanticism and realism and on such figures as Homer and Wright, Pollock and Wyeth. *Mr. Lustig.*

Art Hist. 26-2 Baroque and Rococo Art in Europe 4 sem. hrs.

European art from the Counter Reformation to the French Revolution. Emphasis on such major seventeenth-century artists as Caravaggio, Bernini, Rubens, Rembrandt, and Velàzquez. *Mr. Carpenter.*

Art Hist. 27-1 The Art of Classical Antiquity 4 sem. hrs.

Painting, sculpture, and architecture in Mediterranean culture from the Minoan period to the decline of the Roman Empire. Emphasis on Greek art of the archaic and classical periods.

Art. 28-2 The Indian Arts of America 4 sem. hrs.

A study of the whole range of the arts of the Indian peoples of North America, Central America, and South America both before and after the voyages of Columbus. *Mr. Lustig.*

Art 29-2 Arts of Late Antiquity and the Middle Ages 4 sem. hrs.

Art in Europe from the age of Constantine to the late Gothic art of the fourteenth century. *Miss Jayne.*

Art Hist. 30-1, 2 Art History from a Black Perspective 4 sem. hrs.

A survey of the history of art with a strong emphasis on the contribution of the Third World to world art culture, including special attention to the role of African people in developing world art. *Mr. Chandler.*

Proseminars in art history are undergraduate seminars not intended for specialists. Their purpose is threefold. They offer the student with some preliminary knowledge of a particular field an opportunity to extend that knowledge, they permit her to work in a small group, and they allow her to assume a more active role in the study of art history than is normally possible in a lecture course. Students will prepare papers under the guidance of the instructor and present them to the seminar for discussion.

[Art Hist. 31-2 Proseminar in Italian Renaissance Art 4 sem. hrs.

Not offered in 1972-73.]

Art Hist. 33-2 Proseminar in Nineteenth-Century Art 4 sem. hrs.

Prerequisite: consent of the instructor.

Subject for 1972-73: Rodin and impressionism. *Mrs. Thomas.*

Art Hist. 34-1 Proseminar in Twentieth-Century Art 4 sem. hrs.

Prerequisite: consent of the instructor.

Subject for 1972-73: Paul Klee. *Mr. Lustig.*

Art Hist. 35-2 Proseminar in American Painting 4 sem. hrs.

Prerequisite: consent of the instructor.

Subject for 1972-73: The Themes of Love and Death in American Painting. *Mr. Lustig.*

Art Hist. 36-2 Proseminar in Baroque Art 4 sem. hrs.

Prerequisite: consent of the instructor.

Subject for 1972-73: Rembrandt. *Mr. Carpenter.*

Music

Mus. 20-1, 2 Introduction to Music 4 sem. hrs.

The development of European music, with emphasis on major musical forms and the characteristics of music from the pre-baroque to the present. Guided listening to recordings, attendance at concerts, and collateral readings. *Mr. Cleaves.*

[**Mus. 22-2 Contemporary Music* 4 sem. hrs.** Not offered in 1972-73.]

Recent European and American musical developments, with attention to political, social, and economic influences on modern composers. Guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects.

Mus. 23-2 Introduction to Opera* 4 sem. hrs.

An approach to opera for the layman through a study of the most famous operas of Mozart, Verdi, Wagner, Puccini. *Mr. Cleaves.*

Mus. 24-2 The Romantic Period 4 sem. hrs.

Principal musical forms and styles from Beethoven to Debussy. Guided listening to recordings, attendance at concerts, and collateral readings. *Mr. Cleaves.*

Mus. 25-1 Introduction to Twentieth-Century Music 4 sem. hrs.

Offered at Emmanuel College as Mus. 315.

The study of the major musical developments by American composers in the twentieth century.

Mus. 26-2 Symphonic Literature 4 sem. hrs.

Offered at Emmanuel College as Mus. 415.

A study of the better-known classics of symphonic literature, including work by Mozart, Beethoven, Brahms.

[**Mus. 27-1 Beethoven* 4 sem. hrs.** Not offered in 1972-73.]

Intensive analysis and discussion of the music of Beethoven, guided listening to recordings, study of musical scores, attendance at concerts, collateral readings, and individual projects.

Mus. 28-1 Theory and Basic Musicianship 4 sem. hrs.

The study of the fundamental theoretical aspects of music, with specific attention to the techniques of intelligent listening and writing of music. An indispensable basic course for students planning to study either theoretical or applied music at The New England Conservatory; and for students desiring a minor concentration in music in either elementary or secondary school education. Especially beneficial as background for any of the more specialized courses offered by the Music department. *Mr. Cleaves.*

[**Mus. 30-1 The Aesthetics of Music 4 sem. hrs.** Not offered in 1972-73.]

An historical probe into the question of beauty, form, content, expression, and the meaning of music. Emphasis placed on the music and writings of musician-theorists who have proved to be influential in the development of Western music.

*Offered in alternate years

Mus. 31-1; 32-2 Medieval to Classical Period 4 or 8 sem. hrs.

Offered at Emmanuel College as Mus. 307; 308.

First semester includes the study of Medieval and Renaissance music; second semester is an analysis and description of the vocal and instrumental music of the Baroque and Classical periods, including works of Bach, Handel, Haydn, Mozart, and early Beethoven.

Mus. 33-1; 34-2 Beethoven to Contemporary Period 4 or 8 sem. hrs.

Offered at Emmanuel College as Mus. 309; 310.

The first semester includes the history and analysis of the Romantic Period, beginning with Beethoven; the second semester is devoted to the study of contemporary music.

The New England Conservatory

Courses in applied music and theoretical subjects regularly offered at the New England Conservatory may be elected for credit by qualified students.

Under the provisions of an inter-institutional agreement between The New England Conservatory and Simmons College, duly-enrolled students at Simmons College may elect to include in their programs for full credit any courses normally offered by The Conservatory, subject to certain specified conditions, the details of which should be obtained from the Registrar. A Simmons College student desiring to pursue a course at The Conservatory must be recommended to the Registrar by a departmental adviser and the Music department. The student will then be referred to The Conservatory, which reserves the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected.

Faculty

Art

Richard Bruce Carpenter, Ph.D. Professor of Art History, and Chairman of the Department of Art and Music

Thomas Joseph Wallace, A.M. Associate Professor of Art

Eric Lustig, A.M. Assistant Professor of Art History

Patricia Blake Thomas, A.B. Assistant Professor of Art History

Dana C. Chandler, B.S. Assistant Professor of Art

Robert Oppenheim, M.F.A. Assistant Professor of Art

Valerie Ann Jayne, A.M. Special Instructor in Art

Nancy E. Miller, A.M. Assistant in Art

Music

Burton Abercrombie Cleaves, Mus.M. Associate Professor of Music, and Director of Musical Activities

Department of Biology

Undergraduate specialization in biology provides the student with a basic background of knowledge which makes possible a variety of career opportunities. Concentration in the Department is designed to help the student develop an understanding of the scope, the methods of inquiry, and specialties of biology and an appreciation of modern biological trends. This concentration is also basic for specialization at the graduate level in biology.

Undergraduate preparation in biology may lead to career opportunities in government, university, and commercial laboratories in areas such as: animal and plant physiology, developmental biology, biochemistry, microbiology, and ecology. The curriculum also prepares the student for graduate study in such areas as molecular biology, oceanography, medicine, dentistry, and veterinary science.

Cooperation with other departments in the College provides opportunities for interdisciplinary programs. Combined programs are possible with the Departments of Chemistry, Physics, Mathematics, Psychology, Home Economics, and Management. Certification for teaching biology at the primary and secondary school level is possible by enrollment in the program of the Department of Education.

Concentration in Biology

Requirements

Students planning a program in biology beginning in September of 1972 may satisfy the core requirements by taking the following courses:

Year 1	Biology 13-1	Adaptations of Animals
	Biology 15-2	Adaptations of Plants
Year 2	Choice of <i>one of the following</i> :	
	Biology 22-1	Human Anatomy
	Biology 26-1	Biology of Invertebrate Animals
	Biology 27-1	The Lower Plants
	and also students must take:	
	Biology 25-2	Chemistry and Biology of Cells
Year 3	Biology 35-1	Developmental Biology
	Biology 36-2	Genetics

To complete the requirements students must take one more course in biology selected from the list below, or they may take another one of the second year, first semester courses above.

Biology 21-1	Microbiology
Biology 34-2	Physiology
Biology 40-1	Current Trends in Botany
Biology 41-1	Principles of Biochemistry

Biology 42-2	Behavioral Biology
Biology 45-2	Principles of Ecology
Biology 46-2	Microscopy and Microtechnique
Biology 47-1	Host-Parasite Relationships
Biology 50-2	Cell Biology
Biology 51-2	Immunobiology
Biology 52-1	Endocrinology
Biology 53-2	Marine Biology and Oceanography
Biology 54-2	Advanced Studies in Biology

All students must satisfy their requirements for Individual Study either by taking Biology 65-1 and 2, or by arranging with the Department to meet this requirement by taking courses labelled Biology 40 or above.

Prerequisites. Students are required to take Chemistry 12, 13, 14, and 15, as well as Mathematics 10 or its equivalent. It is strongly recommended that students elect one year of physics and additional courses in mathematics.

Courses

Biol. 12-1 Man in the Living World 4 sem. hrs.

Not a prerequisite for further courses in the Department except with the consent of the Department.

The relationship of man to his environment: his heritage and his interaction with other living organisms. An analysis of man's future in relationship to problems of his own making. *Members of the Department.*

Biol. 13-1 Adaptations of Animals 4 sem. hrs.

Consideration of an evolutionary series of invertebrate and vertebrate organisms from the point of view of their morphological, physiological, and behavioral adaptations to the environment. Emphasis on vertebrates. *Mrs. Brown and members of the Department.*

Biol. 15-2 Adaptations of Plants 4 sem. hrs.

Consideration of higher and lower plants with emphasis on the physiology of growth and development. Morphology, evolution, and adaptation to different environments will also be included. *Mrs. Everett and Mrs. Berliner.*

Biol. 21-1 Microbiology 4 sem. hrs.

Prereq.: one year of college biology and chemistry.

Introduction to the biology of micro-organisms: bacteria, viruses, and fungi. Stress placed on control of microbial populations, systematic study, and the use of quantitative methods. *Miss Coghlan.*

Biol. 22-1 Human Anatomy 4 sem. hrs.

The gross and micro-anatomy of the human body, presented in detail. Laboratory utilization of the cat and organs from other mammals for dissection. *Mr. Tuttle.*

Biol. 25-2 Chemistry and Biology of Cells 4 sem. hrs.

Prereq.: one year of college biology and Chem. 14 or consent of the instructor.

A study of cells at all structural levels emphasizing the relationship of structure to the biochemical processes associated with life. The laboratory will present techniques of modern cellular experimentation leading to projects designed and carried out by the students. *Mr. Bowman.*

Biol. 26-1 Biology of Invertebrate Animals 4 sem. hrs.

Prereq.: consent of the instructor.

A survey of the invertebrate phyla, considering their various morphological, physiological, and behavioral solutions to the problems common to all living organisms. Adaptations to different environments are considered and evolution is emphasized.

Mrs. Caldwell.

Biol. 27-1 The Lower Plants 4 sem. hrs.

Prereq.: Biol. 15 or consent of the instructor.

Algae, fungi, mosses, and ferns as experimental tools of development, genetics, cytology, physiology, ecology, and evolution. Design and evaluation of experiments, observation of living organisms, and field work. *Mrs. Berliner.*

Biol. 34-2 Physiology 4 sem. hrs.

Prereq.: Biol. 22 or equivalent and one year of college chemistry.

An introduction to the functional integration of animal systems. Emphasis is placed on feedback mechanisms and the interrelationship of the various systems as the animal adapts to changing environmental conditions. Laboratory experiments illustrate classical and modern approaches to the physiology of the various organs and systems.

Miss Weiant.

Biol. 35-1 Developmental Biology 4 sem. hrs.

Prereq.: one year of college biology and chemistry, or consent of the instructor.

A study of developing animal and plant systems emphasizing mechanisms involved in embryogenesis. Included are analyses of original research papers and laboratory experience in the methods of experimental embryology. *Mrs. Sacks.*

Biol. 36-2 Genetics 4 sem. hrs.

Prereq.: one semester of college biology or equivalent.

An introduction to both classical and modern genetics, using examples from plants and animals with some references to human genetics. *Mr. Tuttle.*

Biol. 40-1 Current Trends in Botany 4 sem. hrs.

Prereq.: consent of the instructor.

A study of selected areas of modern knowledge regarding plants. Through lectures, discussions, and laboratory experiments, the physiology and development of higher plants will be explored. *Mrs. Everett.*

Biol. 41-1 Principles of Biochemistry 4 sem. hrs.

Prereq.: Biol. 25 and Chem. 15 or equivalent.

The chemical and energetic changes that occur in living matter. Consideration given to the nature, functions, and transformations of these chemical entities. Laboratory procedures emphasize the design, control, and performance of modern biological experimentation. *Mr. Bowman.*

Biol. 42-2 Behavioral Biology 4 sem. hrs.

Prereq.: consent of the instructor.

Behavior of both vertebrate and invertebrate animals in the context of their overall biology. Presented as an open-ended seminar/laboratory, with opportunity for emphasis on areas of interest to individual students. *Mrs. Caldwell.*

Biol. 45-2 Principles of Ecology 4 sem. hrs.

Prereq.: one semester of college biology, or consent of the instructor.

Interrelations of plants and animals and the environment. Biological adaptations and biogeochemical cycles. Analysis of physical, chemical, and biological aspects of the environment with emphasis on New England systems. Choice of laboratory or discussion sections with the latter primarily for non-majors. Required field trips. *Mrs. Brown.*

[**Biol. 46-2 Microscopy and Microtechnique 4 sem. hrs.** Not offered in 1972-73.]

Prereq.: two years of college biology.

Study of living and stained animal and plant tissues. Their preparation for structural and histochemical study by light, phase, and fluorescence microscopy. Theoretical and applied microscopy and photomicrography. Preparative techniques for electron microscopy. *Mrs. Berliner.*

[**Biol. 47-1 Host-Parasite Relationships 4 sem. hrs.** Not offered in 1972-73.]

Prereq.: one year of college biology.

Emphasis on animal parasites of man — their identification, host interactions, and control measures under clinical and experimental conditions. Fungal parasites of man and plants. *Mrs. Berliner.*

Biol. 49-1 Applied Physiology 4 sem. hrs.

Prereq.: Biol. 34 or the equivalent.

An advanced course designed for physical therapy students which presupposes a general knowledge of human physiology; emphasizing peripheral circulation, peripheral nerve and muscle physiology, local and general responses to temperature, radiation, and exercise. Laboratory work in experimental procedure, and demonstrations illustrating the physiological responses to physical agents and their measurement.

Miss Weiant.

Biol. 50-2 Cell Biology 4 sem. hrs.

Prereq.: Biol. 25 and Biol. 36 or consent of the instructor.

A study of cells which emphasizes the relationship of cell architecture to life processes. Readings in the current literature will be included. Cellular and tissue structure will be examined in the laboratory along with a consideration of methods of cell study.

Mrs. Sacks.

Biol. 51-2 Immunobiology 4 sem. hrs.

Prereq.: Biol. 41 or equivalent and consent of the instructor.

A consideration of the basic principles of immunology with applications of immunologic theory and techniques to microbiology, biochemistry, genetics, developmental biology, and evolution. *Miss Coghlan.*

Biol. 52-1 Endocrinology 4 sem. hrs.

Prereq.: one year each of college biology and chemistry, and consent of the instructor.

A study of the endocrine system including neurohumoral reflexes and coordinating mechanisms. The course consists of discussions, demonstrations, and laboratory research projects. *Miss Weiant.*

[**Biol. 53-2 Marine Biology and Oceanography 4 sem. hrs.** Not offered in 1972-73]

Prereq.: consent of the instructor.

An introduction to the study of marine environments and the animals and plants which live there. Chemical, physical, and geological features of various areas will be considered in relation to the adaptations of their inhabitants. *Mrs. Caldwell.*

Biol. 54-2 Advanced Studies in Biology 4 sem. hrs.

Prereq.: consent of the Department.

Open to students majoring in biology wishing to work in depth in a specific discipline of biology. Study in the specific area of specialization will be offered by different members of the Department.

Biol. 60-1, 2 Individual Study in Biology 4 sem. hrs.

Prereq.: consent of the instructor.

Members of the Department. See page 36.

Biol. 65-1, 2 Individual Study or Seminar 8 sem. hrs.

Required of third- and fourth-year students in biology. *Members of the Department.*

Faculty

Julian Louis Solinger, Ph.D., Ed.B. Professor of Biology, and Chairman of the Department of Biology to July 1, 1972

Anne Eveline Coghlan, Ph.D. Professor of Biology, and Chairman of the Department of Biology as of July 1, 1972

Everett Leroy Tuttle, Ph.D. Associate Professor of Biology

***Martha Dresner Berliner, Ph.D.** Associate Professor of Biology

Elizabeth Abbott Weiant, Ed.D. Associate Professor of Biology

Marie Luisetti Sacks, Ph.D. Assistant Professor of Biology

N. Sandra Brown, Ph.D. Assistant Professor of Biology

Margaret J. Caldwell, Ph.D. Assistant Professor of Biology

Marylee S. Everett, Ph.D. Assistant Professor of Biology

Byron Lee Bowman, Ph.D. Assistant Professor of Biology

Bridget Gallivan Shea Assistant in Biology

Caroline H. McNally Secretary for the Department of Biology

*Sabbatical leave second semester, 1972-73.



Department of Chemistry

Chemistry offers opportunities for study and interpretation of natural phenomena of immense variety. Pressing social issues, such as public health, environmental deterioration, and the famine-overpopulation problem, cannot be solved without attacking their scientific aspects; an education in chemistry prepares the student to serve society and its individual professionals in these and many other ways.

Many career opportunities in educational and experimental areas require only a bachelor's degree. The former include, in addition to teaching, library, technical writing, publication, and business specialties. Laboratories concerned with experimental investigations in medicine, such as cancer chemotherapy, pharmaceuticals, biochemistry, oceanography, air and water pollution, agriculture, pesticides, and plastics, are in constant need of college-trained chemists.

Graduate study opens career areas with greater responsibility and the opportunity for initiation and leadership of research work. An undergraduate chemistry concentration is valuable preparation for graduate studies not only in chemistry, but also in fields such as biochemistry, nutrition, and food technology. It is also appropriate preparation for professional schools of medicine or dentistry, especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level. The student interested in science education may take an undergraduate chemistry concentration followed by further professional education leading, for example, to the MAT degree.

Requirements and Scheduling

The required courses in chemistry normally completed by the end of the third year are Chemistry 14, 15, 40, and 41. Concentrators are also required to take Chemistry 50 (8 semester hours), to participate in Departmental seminars, and to elect at least 8 semester hours from among Chemistry 42, 43, 44, 45, 46, and 47.

Chemistry concentrators, after declaring their concentration, select one of the individual laboratory bench-study spaces in Science Center Room 430, where they carry out much of the rest of their work in chemistry. Except for meetings to discuss new techniques or apparatus, there will be no scheduled laboratory times for chemistry concentrators; they will budget time to complete work within the deadline set by their instructors. The number of laboratory periods associated with a course in the list below should aid students in planning approximately how much time to allow for them.

Prerequisites. Students considering a concentration in chemistry should take Chemistry 12 and 13 during their first year. By the time they enroll in Chemistry 40 they should have taken, or be taking, Mathematics 24 and Physics 12 and 13, which may be used to fulfill part of the requirement of depth in arts and sciences.

Graduate School Preparation. The American Chemical Society suggests a set of standards that it feels will prepare students for graduate study. To meet these standards, the student must include as electives Chemistry 45, 47, and either 44 or 46. In addition, the student must have a reading knowledge of German or Russian and is strongly urged to take one (or both) of these languages if she intends to go on to graduate school. Certification that the student's course program has met the ACS standards is not required for any career or graduate study; the standards are only a guide in planning a program that will make graduate study easier.

Interdepartmental Programs. There are formal concentrations that combine chemistry with biology, mathematics, and psychology. In addition, chemistry has been combined with education, publication, and philosophy to lead to immediate careers or graduate study. To plan other interdepartmental programs, the student should arrange with her adviser to have someone from each of the relevant departments discuss with her a program suited to her particular needs.

Inter-Institutional Programs. In order to offer a wide variety of advanced courses, a broad spectrum of faculty specializations, and access to heavy instrumentation, the Simmons and Emmanuel College Chemistry departments have inter-institutionalized certain courses, as described below.

Courses

Chem. 01-1 Computer Appreciation No credit

The powers and limitations of computers, the role of computers in society, and the benefits and dangers of computerization. Students will use the time-shared computer to run instructor-written programs in various areas of interest. The course will meet for six weeks; one lecture, one-half to one hour computer time per week. *Mr. Soltzberg.*

Chem. 02-2 BASIC Programming No credit

Analysis of problems for computer solution, flow charting, and programming in the language BASIC. Students will learn to design and run programs on the time-shared computer. The course will meet for six weeks; two hours lecture, one-half to one hour computer time per week. *Mr. Soltzberg.*

Chem. 08-1 Order and Change 4 sem. hrs.

Not open to freshmen in 1972.

Are there principles applicable to any situation that determine why some events occur and others do not? If so, can knowledge of them be used to predict, and perhaps control, events? Experiments, demonstrations, and field studies to observe and record selected events, form hypotheses, and test conclusions. Readings from the sciences, social sciences, and humanities. Three lecture-discussions and one laboratory-field study. *Mr. Bell.*

Chem. 10-1 Behavior of Materials* 4 sem. hrs.

The nature of materials and of science as a human activity. Progression from a study of crystals to the fundamental structure of atoms, and thence to a method for the systematic prediction of inorganic chemical behavior. The motivation of a scientist and the social impact of science. Three lectures, one discussion period, and one laboratory. *Mr. Soltzberg.*

Chem. 11-2 Chemistry of Living Things* 4 sem. hrs.

A perspective and insight into areas of organic and biochemistry through the study of principles governing organic reactions and life processes, relationship of matter and energy, evolution of the universe, and origins of life. Some of the laboratory periods may be devoted to discussions based on readings from current literature on nutrition, drugs, pollution, etc., as determined by student interest. Three lectures, one discussion period, and one laboratory. *Mrs. Hartman.*

Chem. 12-1 Principles of Chemistry 4 sem. hrs.

Prereq.: A satisfactory score on the Simmons chemistry placement examination.

A quantitative, phenomenological development of a few fundamental topics: the mole concept, stoichiometry, chemical equilibria in aqueous solutions, atomic and molecular theory, inorganic chemistry, and the rates of chemical reactions. The laboratory introduces quantitative techniques, including instrumental methods, for studying chemical systems. Three lectures, one discussion period, and one laboratory. *Mr. Bowers.*

Chem. 13-2 Chemistry of the Covalent Bond 4 sem. hrs.

Prereq.: Chem. 12.

An extension of *Chemistry 12* into the subject matter of organic chemistry. Bonding, structure, and reactivity of carbon compounds are introduced. Three lectures, one discussion period, and one laboratory. *Miss Beck.*

Chem. 14-1 Organic Chemistry 4 sem. hrs.

Prereq.: Chem. 13.

An extension of *Chemistry 13* to consider additional classes of organic compounds and the more intimate relationship between structure and reactivity as expressed in mechanistic terms. Three lectures, one discussion period, and one laboratory. *Miss Beck.*

Chem. 15-2 Analysis and Equilibrium 4 sem. hrs.

Prereq.: Chem. 12 and Math 10.

Introduction to the thermodynamic basis for equilibrium followed by its application to qualitative and quantitative chemical analysis. Rigorous theory accompanies correlated laboratory work. Three lectures, one discussion period, one scheduled and one open laboratory. *Mrs. Brauner.*

Chem. 20-2, 21-1 Introductory Organic and Biochemistry 4 or 8 sem. hrs.

Prereq.: One semester of college chemistry or consent of the instructor.

A brief review of atomic structure and bonding followed by a study of aliphatic and aromatic compounds together with the chemistry of lipids, carbohydrates, proteins, and related nitrogenous compounds, and their metabolic roles in living matter. Corresponding laboratory work includes an examination of the chemistry and biochemistry of foods and human nutrition. Designed for non-chemistry majors who require a working knowledge of organic and biochemistry. Three lectures, one discussion period, and one laboratory. *Mrs. Wadsworth.*

Chem. 40-1 Structure and Change 4 sem. hrs.

Prereq. or concurrent: Chem. 15, Physics 10 or 12, and Math. 24 or consent of the instructor.

The wave mechanical treatment of atoms, atomic and molecular spectroscopy, theories

*Although the sequence Chem. 10 and 11 does not normally serve as a prerequisite for more advanced courses, Departmental approval may be granted to individual students who wish to continue to more advanced chemistry courses, e.g., Chem. 10 can serve as a prerequisite for Chem. 13 with Departmental approval.

of chemical bonding, molecular structure, and statistical mechanics. Spectroscopic and model (computer and physical) studies make up the laboratory work. Three lectures and one laboratory. *Mr. Bell.*

Chem. 41-2 The Equilibrium State 4 sem. hrs.

Prereq.: Chem. 40.

Detailed treatment of states of matter and the laws of thermodynamics (with applications to chemical and phase equilibria and electrochemistry) and reaction kinetics and mechanism. Laboratory study of pure materials, solutions, and rates of chemical reactions supplements the lecture and introduces the use of sophisticated instrumentation. Three lectures and one laboratory. *Mr. Soltzberg.*

Chem. 42-1 Advanced Organic Chemistry 4 sem. hrs.

Prereq.: Chem 14.

Bonding and structure concepts together with thermodynamics and kinetic parameters will be used to characterize and interpret organic reaction mechanisms and reactive intermediates involved, especially in reactions of synthetic interest. Three lectures. *Miss Beck.*

Chem. 43-2 Advanced Physical Chemistry 4 sem. hrs.

Prereq.: Chem. 41.

An extension of quantum and statistical mechanics to more complex problems in spectroscopy, reaction kinetics, and statistical thermodynamics than those introduced in Chemistry 40 and 41. Three lectures. *Mr. Bowers.*

Chem. 44-2 Organic Analysis 4 sem. hrs.

Prereq.: Chem. 15.

Laboratory work developing most of the important techniques in the isolation and identification of organic compounds. Lectures discussing the major spectrometric techniques used in organic structural elucidation. Three lectures held jointly with Emmanuel College and two laboratories. *An Emmanuel instructor.*

Chem. 45-1 Advanced Analytical Chemistry 4 sem. hrs.

Prereq.: Chem. 41.

Instrumental methods including spectrophotometric, polarographic, conductometric, and potentiometric; and as time permits, spectrographic methods, chelometry, solvent extraction, chromatography, and ion extraction. The use of NMR in inorganic analysis will also be included. Three lectures and one laboratory. *Mrs. Brauner.*

Chem. 46-1 Biochemistry 4 sem. hrs.

Prereq.: Chem. 14. Prereq. or concurrent: Chem. 40.

Study of the chemical constituents of living matter; of biochemical dynamics with reference to biological oxidations and the intermediate metabolism of proteins, lipids, and carbohydrates; and of the genetic aspects of metabolism. Three lectures and one laboratory. *Mrs. Hartman.*

Chem. 47-2 Advanced Inorganic and Radiochemistry 4 sem. hrs.

Prereq.: Math. 24 and Chem. 41.

Introduction to the atomic nucleus and radioactivity. A review of quantum mechanics and its application to the molecular structure and properties of selected inorganic compounds. Crystal chemistry, coordination chemistry, ionizing solvents. Laboratory work includes the use of radiochemical principles and methods to illustrate inorganic

reactions and preparations. Three lectures held jointly with Emmanuel College and one laboratory. *Mr. Bowers and an Emmanuel instructor.*

Chem. 50-0 Undergraduate Research Project 8 sem. hrs.

Required of all Seniors. Open to Juniors and Sophomores with the consent of the Department.

Selection of a research project involving a search of the scientific literature followed by laboratory work required for the solution of the problem. *Members of the Department.*

Chem. 51-0 Chemistry Seminar No Credit

Required of all chemistry concentrators in their final year. Other students are urged to attend. *Members of the Department.*

Faculty

Jerry Alan Bell, Ph.D. Professor of Chemistry, and Chairman of the Department of Chemistry

Phyllis Ambler Brauner, Ph.D. Professor of Chemistry

Iclal Sirel Hartman, Ph.D. Associate Professor of Chemistry

Mae Lucille Beck, Ph.D. Associate Professor of Chemistry

* **James Underhill Piper, Ph.D.** Associate Professor of Chemistry

Peter G. Bowers, Ph.D. Associate Professor of Chemistry

Leonard Jay Soltzberg, Ph.D. Assistant Professor of Chemistry

Luella Dudley Wadsworth, S.B. Assistant Professor of Chemistry

Carolyn Gosse Spodick, S.M. Special Instructor in Chemistry

Ernest G. Graf Instrument Technician in Chemistry

Linda M. Wallace, A.B. Secretary for the Department of Chemistry

* On leave 1972-73



Department of Economics

Concentration in Economics

An increasingly urban, technological, and industrialized society places a growing demand upon its members to understand its economic problems and processes. The concentration in economics provides the student with an excellent background for a variety of positions in industry, finance, government, education, and urban affairs. Moreover, the background provided prepares the student for graduate work in law, business, and economics.

Requirements

Principles of Economics (Economics 21 and 22) is basic to all subsequent work in this field and should be taken no later than the second year by students considering specialization in economics. Mathematics 01 is required of all students taking the straight economics concentration. In addition to Economics 21, 22 and Math. 01, 16 semester hours of course work in economics are required for the concentration in economics, as follows:

Economics 41	Microeconomics
Economics 42	Macroeconomics
Economics Electives:	8 semester hours of additional courses

In addition, students concentrating in economics are advised that they must complete 8 semester hours of independent study after consultation with members of the Department.

Interdepartmental Concentrations

Students specializing in economics can frequently profit from the study of related fields, such as history, government, sociology, mathematics, and business. In two such instances, interdepartmental concentrations are available. A concentration in finance is offered cooperatively with the Department of Management and administered by that Department. An interdepartmental concentration in economics and mathematics is offered jointly with the Department of Mathematics and administered by the Department of Economics. These specializations meet the needs of students in economics and business relative to the increasing emphasis on the use of mathematics. For those students with good mathematical aptitude who do not wish to specialize only in mathematics, the interdepartmental concentration in economics and mathematics provides the opportunity to develop a field of applied mathematics.

In addition to the interdepartmental concentrations, an increasing number of students are availing themselves of the option to declare dual concentrations. The inter-relatedness of today's problems makes the combining of related disciplines a sensible decision for an undergraduate. The Department of Economics encourages this course of action.

Interdepartmental Concentration in Economics and Mathematics

Requirements

Principles of Economics (Economics 21 and 22) is basic to all subsequent work

in economics and should be taken no later than the second year by all students considering the interdepartmental concentration in economics and mathematics. Students electing this interdepartmental concentration are required to complete the following courses:

Economics

Economics 21 and 22	Principles of Economics
Economics 41	Microeconomics
Economics 42	Macroeconomics
Economics 48	Econometrics

Mathematics

Mathematics 30 and 31	Probability and Statistics
Mathematics 10	Calculus I
Mathematics 11	Calculus II
Mathematics 24	Calculus III
Mathematics 22	Linear Algebra

Also required are an independent study requirement of 8 semester hours and at least one elective from the economics electives or from Mathematics 41 or 48. In addition, Economics 37 is recommended.

Interdepartmental Concentration in Finance

For details of the requirements for the interdepartmental concentration in finance, see the concentration listed under the Department of Management.

Courses

Ec. 21-1, 2; 22-1, 2 Principles of Economics 4 or 8 sem. hrs.

The basic principles governing the operation of our economy. Introduction to the primary laws of economics through a description of the price system under conditions of free competition, monopoly, and governmental regulation. Problems of money, prices, population, government, finance, depressions, inflation, income distribution, and international trade. Lectures and discussion. *Members of the Department.*

Ec. 34-1 Public Finance 4 sem. hrs.

Prereq.: Ec 21, 22 or consent of the instructor.

Examination of expenditure and revenue collection at all levels of government, with emphasis on state and local government. Topics include allocation, stabilization, and redistribution effects of spending and taxing, techniques of analysis and evaluation, review of selected programs, and political implications of the government role in the economy. *Mr. Brown.*

Ec. 35-2 Money and Banking 4 sem. hrs.

Prereq.: Ec. 21, 22

Development of banking and other financial intermediaries, structure of money and capital markets, analysis of factors influencing the supply and demand for funds, and determinants of interest rates in various market segments, with special emphasis on monetary policy. *Miss Branson.*

Ec. 36-2 Economics of Labor 4 sem. hrs.

Prereq.: Ec. 21, 22 or consent of the instructor.

An analysis of the labor market considering trends in employment, wage determination and productivity, the impact of automation, the American labor movement, and collective

bargaining under unionism. Special emphasis on labor market distortions, including sexual, racial, and age discrimination, the relation of unemployment to both inflation and poverty, and public policy in the allocation of human resources. *Miss Sawtelle.*

Ec. 37-1 Mathematical Economics 4 sem. hrs.

Prereq.: Ec. 21, 22, Math. 10, 11

Participants will investigate the theory and application of mathematical tools in economics. Topics include optimization techniques, input-output analysis, linear programming, and difference equations. Available computer programs are used for numerical analysis. *Miss Branson.*

Ec. 38-1 United States Foreign Economic Policy 4 sem. hrs.

Prereq.: Ec. 21, 22

A comprehensive treatment of the relationship of the U.S. economy to the world economy. Topics studied will include tariffs and trade policy, policies directed to the "Third World" and the communist countries, international monetary policies, and the role of the dollar. *Mr. Sherk.*

Ec. 39-1 International Economics 4 sem. hrs.

Prereq.: Ec. 21, 22

Economic principles underlying foreign trade, showing why trade takes place between regions and countries and the mutual gains from such trade. Commercial policy in the United States, relating tariff and other trade policies to political background. How goods and services are paid for between nations; the effect of trade on prices and production. *Mr. Sherk.*

Ec. 41-1 Microeconomics 4 sem. hrs.

Prereq.: Ec. 22

An advanced course in the theories and dynamic applications of microeconomics in the following areas: demand and demand elasticity; the production function, cost concepts, and supply; theories of pricing in product markets; and distribution theory. These topics are dynamically integrated through the conventional short-run and long-run equilibrium analysis as applied to the firm, the industry, and the entire economy. Lectures, discussion, and exercise work. *Mr. Brown.*

Ec. 42-2 Macroeconomics 4 sem. hrs.

Prereq.: Ec. 21

An advanced course in the theory, measurement, and application of national income and employment concepts, with particular attention to the effectiveness of recent fiscal, monetary, and incomes policies in achieving price stability, full employment, and sustained economic growth. *Miss Sawtelle.*

Ec. 43-1 American Economic History 4 sem. hrs.

Prereq.: Ec. 21, 22 or consent of the instructor.

An analysis of growth in the American economy during the nineteenth and twentieth centuries, with emphasis on agrarian expansion, the impact of technological change, monetary and banking reform, the causes and effects of business cycles, and the economic consequences of political conflicts. *Mr. Brown.*

Ec. 44-1 Government Regulation of Economic Activity 4 sem. hrs.

Prereq.: Ec. 21, 22

Competition as a goal of public policy in the United States. Limits to competition and their economic and social effects. Evaluation of public policy in the areas of anti-trust,

the regulation of competitive behavior, and the supervision of large enterprises. Government as owner-manager, customer, subsidizer, financier. The problem and attempted solutions in other industrial systems.

Ec. 45-1 Economic Development 4 sem. hrs.

Prereq.: Ec. 21, 22

The meaning of "underdevelopment"; problems faced by emerging economies, and assessment of alternative systems for solving them; role of the industrialized nations in development; competition and cooperation among power blocs and developing economies; international institutions and the future of development.

Ec. 46-2 Comparative Economic Systems 4 sem. hrs.

Prereq.: Ec. 21, 22

The historical context of American capitalism, and the validity of our "principles of economics" as a tool for understanding different economic systems, including market-socialism and the Soviet command economy. *Mr. Sherk.*

Ec. 47-2 History of Economic Thought 4 sem. hrs.

Prereq.: Ec. 21, 22

A topical and chronological survey of the various schools of economic thought, including the pre-Classical, Classical, Physiocratic, Austrian, neo-Classical, Institutional, Socialist, Keynesian, and neo-Keynesian, with special emphasis on the significance of these schools in their application to current economic problems.

Ec. 48-2 Econometrics 4 sem. hrs.

Prereq.: Ec. 21, 22, Math. 10, 11, 22; Math. 30, 31, or 01 or consent of the instructor.

The study of economic model building and estimation with special emphasis on the assumptions behind the models: how to test for their validity and correct problems concerning them. *Miss Branson.*

Ec. 49-1 Urban Economics 4 sem. hrs.

Prereq.: Ec. 21, 22 or consent of the instructor.

Economic analysis of urban areas, considering the spatial form of the city, optimal land use patterns, growth, and renewal. Particular emphasis will be placed on the examination of current public policies related to transportation, housing, the provision and financing of public services, and the development of human resources through education and employment. *Miss Sawtelle.*

Ec. 50-0 Economic Research Seminar 8 sem. hrs.

Prereq.: consent of the Department.

This seminar satisfies the independent study requirement of the economics concentrator. Students may engage in independent projects away from the campus and then give an oral report on the project to the members of the seminar. In addition, members of the Department and outside faculty members will report on their own research. *Mr. Sherk.*

Ec. 51-2 Urban Economics Seminar 4 sem. hrs.

Prereq.: Ec. 49 or consent of the instructor.

Historical and geographical overview of cities, alternative theoretical conceptions of the urban and regional economy. Detailed analysis of selected problems in the areas of government and planning, human resources (e.g., education, income redistribution), and urban land use (e.g., transportation systems, housing). Students will examine in detail a problem of their choice confronting a Boston-area government. *Mr. Brown.*

Ec. 60-1, 2 Directed Study: Readings and Research 4 sem. hrs.

Prereq.: consent of the Department.

Members of the Department.

Ec. 70-1, 2 Internship Program 8 sem. hrs.

Prereq.: consent of the Department.

This program is designed to provide on-the-job experience with various private and governmental institutions in areas related to the academic background and interests of individual students. *Mr. Sherk.*

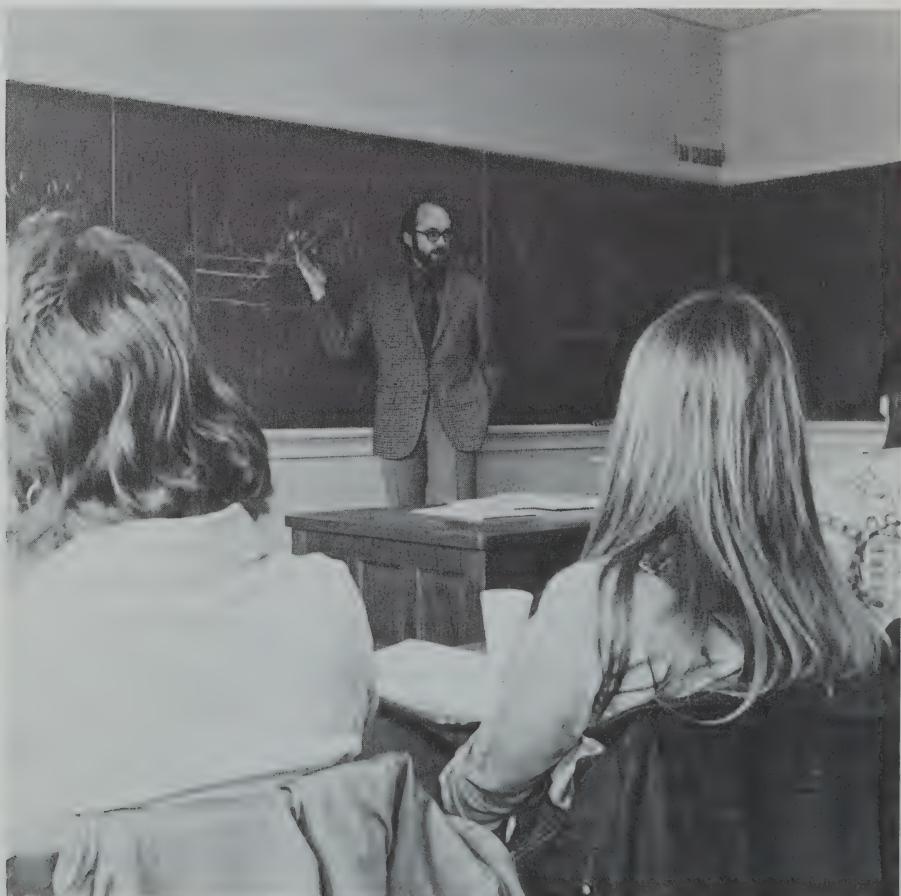
Faculty

Donald Ross Sherk, Ph.D. *Professor of Economics, and Chairman of the Department of Economics*

Barbara Ann Sawtelle, A.B. *Assistant Professor of Economics*

Christine H. Branson, A.B. *Instructor in Economics*

Eric S. Brown, A.B. *Instructor in Economics*



Department of Education

The Department of Education offers graduate and undergraduate programs of teacher preparation for elementary and secondary, urban and suburban schools, as well as for the teaching of retarded children. (For a description of the graduate program, see listing under Master of Arts in Teaching.) The programs are offered in conjunction with related departmental and interdepartmental concentrations in the subject matter to be taught. The requirements for teacher certification in the Commonwealth of Massachusetts and in most other states are met by the concentration in education.

Departmental offerings are divided into three broad areas: I. The School and Its Social Foundations; II. Psychology and Human Development; and III. Methods, Materials, and Curriculum. Students are required to do some work in each of these areas; in addition, student teaching and a Departmental seminar, Education 90, are required.

Course selections in the education program plus the 4-semester-hour Departmental seminar and the 16-semester-hour student teaching requirements ordinarily total 32 semester hours.

Secondary Education. The program in secondary education must be combined with a departmental concentration in English, French, Spanish, history, chemistry, biology, physics, or mathematics, or with an interdepartmental concentration such as American Studies. The requirements for each of these concentrations are stated elsewhere in the catalog under the appropriate department. Special arrangements for individual students may be made with the approval of the chairman of the Department of Education and the cooperating department of concentration.

Elementary Education. Students ordinarily elect a concentration in elementary education, including work in two *different* subject areas, in addition to the education program. Students may also elect a *dual concentration*, which combines the education program with a full program of work in another department.

The *concentration* in elementary education includes the education program, plus 24 semester hours of work in one subject area, as well as 16 hours of work in another subject area. Existing programs are described below. Students may combine one of these 24-semester-hour programs with one of the 16-semester-hour programs (or select the combined math-science program as listed). Students may also elect other 24- or 16-hour programs in such areas as music, foreign languages, or home economics.

There is a special 24-semester-hour program which prepares students to teach retarded children; students electing this area must also elect one of the 16-semester-hour programs.

Students who desire to elect 24- or 16-hour programs other than those described, or who desire a dual concentration, should confer with the Director of Elementary Education.

**Subject Area Programs for Elementary Education
Concentrators Not Enrolled in a Dual Concentration**

**A. Special Interdepartmental Program in Mathematics and Science:
full subject area program**

Students electing this concentration are required to complete 36 semester hours in mathematics and science.

Requirements

Mathematics 10, 11 Calculus I, II
Mathematics 02 Finite Mathematics
Biology at least 8 semester hours

One of the following:

Chemistry 10, 11 General Chemistry
Chemistry 12, 13 Principles of Chemistry, Chemistry of the Covalent Bond
Physics 10, 11 Introductory Physics
Physics 12, 13 Fundamentals of Physics

Electives

Math or Science 8 semester hours

B. Subject Area Programs: 24 hours

English Program

Requirements.

At least 8 semester hours in American literature from the following

English 20a American Writers, 1620-1865
English 20b American Writers, 1865-1900
English 25 American Literature and Thought in the
Twentieth Century
English 26 Modern American Fiction

Electives

Chosen with adviser

Program for Teaching Retarded Children

As noted above, students selecting this program must elect, in addition to the usual course work in elementary education, one of the 16-semester-hour concentrations.

The courses in the preparation for teaching retarded children are as follows: (see also notes below)

Education 180 Methods of Teaching the Retarded Child
Psychology 41 Principles of Psychological Measurement
Educational Psychology 130 Psychology of the Subnormal (Mentally
 Retarded) Child

Three courses must be elected from the following, with specific courses to be approved by the Director of the Program in Elementary Education.

Education 162 Methods of Teaching Art in Elementary and Secondary
 Schools
Home Economics 20 Clothing
Home Economics 22 Design
Home Economics 23 Foods
Home Economics 38 Early Childhood Programs: Methods and Materials
Emmanuel 317 Crafts and Design

Note. Education 72 (Student Teaching: the Retarded) involves between 15 and 17 weeks of student teaching including 7 weeks in a regular classroom and 8 to 10 weeks in a classroom for retarded children.

Students should also take note of the prerequisites for Psychology 41 and Home Economics 38.

Electives

16 semester hours including at least 4 semester hours of poetry

Social Studies

Requirements

At least 8 semester hours in American history

Electives

16 semester hours in social studies

C. Subject Area Programs: 16 hours

English

Elective

16 semester hours in at least two of the following areas: poetry, drama, the novel, American literature, or language

Social Studies

Requirements

At least 8 semester hours in American history

Electives

8 semester hours including one course in European history, and one course in government or sociology

Art

Requirements

8 semester hours in art history *other* than Art 20 and 8 semester hours in studio

Courses

Courses numbered 60-79 are field work, individual study, and student teaching. Courses numbered 100-129 are in Area I, The School and its Social Foundations. Courses numbered 130-149 are in Area II, Psychology and Human Development. Courses numbered 150-179 are in Area III, Methods, Materials, and Curriculum. Education 90 is the Departmental Seminar. All courses numbered over 200 are for graduate students in the master's program; undergraduates may enroll only with Departmental permission. Courses numbered in the 100's with 200's in parentheses [e.g. 101-1 (201)] indicate courses primarily for undergraduates which graduate students may elect.

Ed. 90 Departmental Seminar 4 sem. hrs.

Required of all students enrolled in the Education Program. Examines selected issues in teaching, as well as those issues arising out of the relationship between what is learned in college and what is taught in schools. Particular reference will be made to the problems of implementing academic objectives in the context of public schools. Time of election to be determined with the advisor.

Field Work, Individual Study, and Student Teaching

Ed. 60-1, 2 Individual Study 4 sem. hrs.

by arrangement with individual members of the Department.

Ed. 70-1, 2 Student Teaching: Elementary Education 16 sem. hrs.

Prereq.: consent of the Department.

Each student is assigned teaching responsibilities, under supervision, in one of the elementary schools in the Metropolitan Boston area. *Mr. Weinberg and members of the Department.*

Ed. 72-1, 2 Student Teaching: Elementary Education and the Retarded Child

12 sem. hrs.

Prereq.: consent of the Department.

The student is assigned substantial student teaching in both a regular classroom and one for retarded children. *Members of the Department.*

Ed. 75-1, 2 Field Work and Seminar: The Schools and the Urban Child 4 sem. hrs.

A course open to all Simmons students interested in gaining a better understanding of the organizations and institutions which structure the academic experiences of Boston public school children. *Mrs. Noble.*

Ed. 76-1, 2 Student Teaching: Secondary Education 16 sem. hrs.

Prereq.: consent of the Department.

Each student assumes full responsibility, under supervision, for the teaching of at least one secondary school class in her subject-matter field for the entire semester. *Mrs. Kemp, Mrs. Levi, Mrs. Lyman.*

Ed. 78-1, 2 Seminar or Field Work in Elementary or Secondary Education 16 sem. hrs.

Enrollment limited.

Special emphasis on alternative career choices in education. *Members of the Department.*

Ed. 280-1, 2 Student Teaching: Elementary Education 12 sem. hrs.

See description for Ed. 70.

Ed. 282-1, 2 Student Internship: Urban 4 sem. hrs.

A special workshop experience consisting of field placement in Roxbury at child-care and elementary school centers. *Mrs. Brooks.*

Ed. 286-1, 2 Student Teaching: Secondary Education 12 sem. hrs.

See description for Ed. 76.

Ed. 284-2 Student Teaching: Urban Elementary Teaching Program 6 sem. hrs.

Under supervision, students assume responsibility for teaching elementary school classes, which provides them with opportunities to employ some of the techniques learned in previous courses. *Mrs. Rawlins.*

Ed. 285-2 Professional Seminar: Urban Elementary Teaching Program (Graduate)

2 sem. hrs.

Discussion of students' classroom experiences. Concentration on a final summarized integration of the learning experience, to provide opportunity for group evaluation of the program and of members' own participation in it. *Mrs. Rawlins.*

[Psych. 243S] **Field Work: The Inner City** *No credit*

Summer Only.

A sustained exposure of students to inner-city life. Placement at social agencies, recreational facilities, and other settings that bring them into contact with families and children of the inner city. *Mrs. Brooks.*

Ed. 288-1, 2 Seminar or Field Work in Elementary or Secondary Education *12 sem. hrs.*
Enrollment limited.

(Graduate). See description for Ed. 78.

Area I: The School and Its Social Foundations

Ed. 105 (205)-1,2 Philosophy of Education *4 sem. hrs.*

In small open discussion groups, students choose and learn about different aspects of the broad field of education, and thus move toward formulating a philosophy of their own consistent with their style of teaching and learning. Individual project.

Ed. 107 (207)-1 History of American Education *4 sem. hrs.*

How have previous Americans transmitted culture from one generation to the next? Consideration of changing roles of schools in American society; of developing views of the child, the citizen, and democracy; and of resulting social and intellectual influence on educational policies and practices. Emphasis on individual projects and reports.

Mrs. Lyman.

Ed. 109 (209)-2 Contemporary Issues in the American School and Society *4 sem. hrs.*

An examination of the responsibilities of American education in a rapidly changing society. Conducted primarily by means of case studies. Investigation of a current case during last half of the semester. Designed for those who are not enrolled in Education programs as well as for those who are. *Mrs. Noble.*

Ed. 111-1, 2 Education and Public Policy *4 sem. hrs.*

Examines the relationship between the social and educational problems of America, newer ideas in education, and the nature of and priorities for public educational policy. Students evaluate current national policy in light of such materials as the Coleman Report, recent court decisions, and the research of Kohlberg, Jensen, and Clark. *Mr. Robinson.*

Ed. 113 (213)-1, 2 Seminar and Practicum in Curriculum Development *4 sem. hrs.*

Enrollment: limited to Seniors and graduate students in education, by arrangement with the instructor.

A course designed to consider alternative definitions and uses of classroom materials. Students will be attached to schools or to independent curriculum planning agencies to participate in development of teaching materials. *Mr. Robinson.*

Ed. 114 (254)-1 The Teaching of Afro-American and Other Ethnic Groups *4 sem. hrs.*

A course intended to sensitize prospective teachers to methods and attitudes in approaching black children in an urban setting, and to promote a better understanding and appreciation of various subcultures. *Mrs. Rawlins.*

Ed. 201 (101)-1 Our Urban Society: An American Imperative *4 sem. hrs.*

An extensive orientation to prevailing views held at local, state, and federal levels with respect to the inner city. *Mrs. Brooks, Mr. Iglesias.*

Ed. 203 (103)-2 The Urban School Community 4 sem. hrs.

A study of the hierarchy of school administration — its influence upon program and curriculum development and upon teacher functioning and attitudes; consideration of community attitudes toward education; and parent-school interaction. *Mr. O'Bryant.*

The following courses are offered in the summer program:

Ed. 206S (106S) Historical and Philosophical Backgrounds of Education 4 sem. hrs.

Ed. 211S (111S) Social Foundations: Education and Public Policy 4 sem. hrs.

Mr. Robinson.

Area II: Psychology and Human Development

Note: Some of the courses which may be chosen to fulfill the departmental requirement in this area are described under the offerings of the Psychology department. They are:

Psych 35 — Developmental Psychology

Psych 36 — Psychology of Adolescence

(Psychology 20 is prerequisite to both of these courses.)

For students in the program for teaching retarded children, Ed. Psych. 130-1 (230-1) is required.

Ed. Psych. 130 (230)-1 Psychology of the Subnormal (Mentally Retarded) Child

4 sem. hrs.

An historical survey of the concept of mental retardation. Physiological and developmental factors which form the basis of mental retardation will be considered. Special attention will be given to the emotional and educational implications of mental retardation. *Mr. I. Hurwitz.*

Ed. Psych. 132 (232)-2 Psychology of the Unadjusted (Emotionally Disturbed) Child

4 sem. hrs.

Survey of the concept of emotional disturbances in childhood. Physiological and psychosocial approaches to the etiology of emotional disturbances in childhood will be considered. Special attention will be given to the psychotherapeutic and educational implications of emotional disturbances in childhood. *Mr. I. Hurwitz.*

The following courses will be offered during the Summer:

Psych 241S Developmental Psychology: A Psycho-Social Portrayal of the City Child

4 sem. hrs.

Summer only.

Psych. 242S Educational Psychology: Reaching the Unreachables 4 sem. hrs.

Summer Only.

Psych. 243 Field Work: The Inner City No credit

Summer only.

A sustained exposure of students to inner-city life. Placement in social agencies, recreational facilities, and other settings that bring them into contact with families and children of the inner city. *Mrs. Brooks.*

Ed. Psych. 245 Educational Psychology 4 sem. hrs.

Summer only.

A study of the implications of psychology for teaching children and adolescents. Special

emphasis is placed on cognitive-developmental psychology. Readings include Piaget, Jones, Erikson, and Bettelheim. *Mr. Goldenberg.*

Area III: Methods, Materials, and Curriculum

Ed. 113-1, 2 Seminar and Practicum in Curriculum Development

See course description under Area I, The School and Its Social Foundations. *Mr. Robinson.*

Ed. 150 (250)-1 The Nature of Classroom Teaching: Secondary Education 4 sem. hrs.

Students are placed in hypothetical, decision-making positions as they experiment with interdisciplinary team teaching. Extensive use of new media coupled with role playing fosters new curriculum ideas. Evaluations done through video tape. Field work expected last half of semester. *Mrs. Noble.*

Ed. 152-2 The Nature of Elementary Classroom Teaching and the Social Studies Curriculum 2 sem. hrs.

Problems and procedures in the elementary school, including planning lessons and units, using materials, and providing for the individual or group. Specific attention to social studies. The students will be expected to have available a full morning or day for regular visits to a school for classroom observations. *Mr. Weinberg.*

Ed. 252-1 The Nature of Elementary Classroom Teaching and the Social Studies Curriculum 4 sem. hrs.

See description for Ed. 152.

Ed. 256 (156)-1, 2 The Nature of Classroom Teaching: The Impact of Urban Life on the Classroom Setting 4 sem. hrs.

The history and philosophy of education, of teaching methods, and the use of materials in teaching and lesson-plan development. Teaching methods and lesson-plan development taught as applied to urban teaching. *Mrs. Rawlins.*

Ed. 161-2 Curriculum and Methods in the Elementary School Teaching of Art, Music, and Physical Education 2 sem. hrs.

Instructional materials and the specific content, problems, and procedures in the teaching of art, music, and physical education in the elementary schools. *Mrs. Feinburg, Mr. Langstaff, Mrs. Hardy.*

Ed. 162 (262)-0 Methods of Teaching Art in Elementary and Secondary Schools 8 sem. hrs.

Theory and practice in curriculum construction based on theories of art education. Studio application of parent disciplines of studio art to teaching in elementary and secondary schools. Special projects related to work in inner-city, differing ethnic cultures, retarded or disturbed children, etc. Readings include theory, research, government sponsored projects. *Mr. A. Hurwitz.*

Ed. 164 (264)-1, 2 Curriculum and Methods in the Elementary School Teaching of Reading and Language Arts 4 sem. hrs.

Instructional procedures and the specific content, materials, and problems in the teaching of reading and language arts in the elementary school. *Mr. Weinberg.*

Ed. 165 (265)-1 Curriculum and Methods in the Elementary School Teaching of Reading, Language Arts, and Social Studies: Speaking the Inner-City Child's Language 4 sem. hrs.

Instructional procedures and the specific content, materials, and problems in the teaching of elementary (grades one to six) reading, language arts, and social studies for the inner-city child. Special emphasis will be placed on the origins and problems of dialect, concept-development, and limitations in verbal facility. *Mrs. Howe.*

Ed. 166 (266)-1, 2 Children's Literature 4 sem. hrs.

A survey of children's literature with emphasis on various modes of evoking responses in children. The effects of literature in the development of the affective and moral nature of the child will be a central concern of the course. *Miss Harrison.*

Ed. 167 (267)-1, 2 Curriculum and Methods in the Elementary School Teaching of Mathematics and Science 4 sem. hrs.

Enrollment limited to upperclassmen or graduate students in the Dept. of Education concentrating in elem. ed.

Instructional materials and the specific content, problems, and procedures in the teaching of mathematics and science in the elementary school. *Mr. Goldenberg.*

Ed. 170-2 Curriculum and Methods in the Secondary School Teaching of English 4 sem. hrs.

Enrollment: limited to upperclassmen or graduate students.

Consideration of basic issues in the teaching of English on the secondary level: selection and justification of content; models of curriculum design; preparation of lesson plans and units. Observing and assisting in secondary schools will be an important part of the course. *Mrs. Kemp, Mrs. Levi.*

Ed. 270-1 The Teaching of English (Secondary School) 4 sem. hrs.

(See description of Ed. 170.)

Ed. 172-2 Curriculum and Methods in the Secondary School Teaching of Modern Languages 4 sem. hrs.

Enrollment: limited to undergraduate students following the specialization in the secondary school teaching of modern language.

The actual instructional materials and the specific problems and procedures in the secondary school teaching of modern language. Experience in constructing lesson plans and units. Problems of teaching modern language at various grade levels, in the various curriculum divisions, and to students of varying abilities. *Mrs. Lewis.*

Ed. 272-1 The Teaching of French (Secondary School) 4 sem. hrs.

Enrollment: limited to M.A.T. students in French. Undergraduates by special Departmental permission only.

The actual instructional materials and the specific problems and procedures in the secondary school teaching of French. *Miss McLane.*

Ed. 273-1 The Teaching of Spanish (Secondary School) 4 sem. hrs.

Enrollment: limited to M.A.T. students in Spanish. Undergraduates by special Departmental permission only.

The actual instructional materials and the specific problems and procedures in the secondary school teaching of Spanish. *Mrs. Dowd.*

Ed. 174-2 Curriculum and Methods in the Secondary School Teaching of Social Studies and History 4 sem. hrs.

Introduction to instructional materials and techniques for teaching the social sciences (economics, government, psychology, and sociology) and history. Emphasis on selection and justification of content, construction of lesson plans, tests, and units as well as integration of theoretical issues with field work in secondary schools. *Mrs. Lyman.*

Ed. 274-1 The Teaching of Social Studies and History (Secondary School) 4 sem. hrs.

Enrollment: limited to M.A.T. students in the social sciences or history.

Consideration of major pedagogical issues in social studies and history. Specific attention to selection and justification of content, to innovative curricula and experimental methods, and to identifying and responding to the varying needs of students. Extensive field work as a teacher's aide. *Mrs. Lyman.*

Ed. 176 (276)-1 Curriculum and Methods in the Teaching of Secondary School Science 4 sem. hrs.

An introduction to secondary school science teaching; its specific problems, instructional materials, and teaching techniques. An important component of the course will be observations of science classes in the schools. *Mrs. Fischer.*

Ed. 178 (278)-2 Curriculum and Methods in the Secondary School Teaching of Mathematics 4 sem. hrs.

Enrollment: limited to students following the specialization in the secondary school teaching of mathematics.

Instructional materials and the specific problems and procedures in the secondary school teaching of science and mathematics. Experience in constructing lesson plans and units. Problems of teaching science and mathematics at various grade levels, in the various curriculum divisions, and to students of varying abilities. *Mr. Caruso.*

Ed. 180-1 Methods of Teaching the Retarded Child 4 sem. hrs.

Problems and procedures in teaching the retarded child, both trainable and educable, with special attention to differences between methods and materials appropriate to normal, trainable, and educable classrooms. The student will be expected to have available a full morning for regular visits to a school for classroom observations. *Mrs. MacArthur, Mrs. Dickinson.*

The following courses are offered in the summer program:

Ed. 250S (150S) The Nature of Classroom Teaching: Secondary Education

Mrs. Noble.

Ed. 264S (164S) Curriculum and Methods in the Elementary School Teaching of Reading and Language Arts

Mr. Weinberg.

Graduate Programs Leading to a Master's Degree

The Master of Arts in Teaching Degree

Programs leading to the degree of Master of Arts in Teaching are designed for men and women graduates of college liberal arts programs who wish to prepare for teaching in elementary and secondary schools, in urban or suburban areas. State certification requirements are met.

The Urban Teaching Program is planned with special courses and well-defined relationships with inner-city schools and is offered for those students especially interested in elementary education who can bring to teaching an understanding of the problems and frustrations inherent in the education of urban children.

Curriculum and field-work experience for this program puts primary consideration upon the special educational problems facing inner-city children. Special lectures by community leaders frequently contribute to the program. An effort is made to interweave theoretical considerations closely with community liaison field work and student teaching.

The Secondary Teaching Program is open to candidates who wish to pursue the following teaching specializations: English, French, Spanish, history and social studies, and biology. Programs for teaching chemistry, physics, and mathematics may also be arranged.

The Elementary Teaching Program is open to candidates who wish to teach in open or traditional classrooms, and who intend to specialize in English-Social Studies, Mathematics-Science, or to others who are judged to be appropriate in terms of the candidate's qualifications and the needs of the profession. Individual arrangements combining the Urban Teaching and the Elementary Program may be planned with Departmental permission.

The Plan of Study for the MAT Degree

The MAT programs require 36 semester hours of course work which may be completed in one summer session and one academic year. In the first semester of the regular academic year, students will normally take 16 semester hours of course work. In the second semester, they will be placed in schools as apprentice teachers. Students normally enter the program in late June, although by arrangement they may also begin in September or January.

The program combines professional and academic courses. A professional course is selected from one of three areas: I. The School and Its Social Foundations; II. Psychology and Human Development; III. Methods, Materials, and Curriculum. In addition, academic and other professional courses are selected to fulfill individual objectives. Student teaching is ordinarily required.

Professional courses may be waived, exclusive of student teaching, if the candidate has had comparable work as an undergraduate. When waivers are allowed, the candidate may take additional courses in his teaching subject or allied subjects. The waiver does not change the requirement of 36 semester hours for the degree.

Waivers of up to 8 semester hours toward the 36 semester hours normally required for the degree may be allowed, however, for graduate work completed at another institution, when that work is judged to be appropriate to the candidate's program.

Admission. The applicant must have a baccalaureate degree from an accredited college and must submit scores on the Graduate Record Examinations or the Miller Analogies Test. The undergraduate record must give evidence of high academic achievement in the applicant's prospective teaching subject or subjects.

Preference will be given to full-time students, but part-time students may be admitted provided that they complete the degree requirements within three years of registering as degree candidates.

Faculty

John Stuart Robinson, Ed.D. *Associate Professor of Education and Chairman of the Department of Education*

Joel Saul Weinberg, Ed.D. *Associate Professor of Education and Director of Elementary Education*

Georgia Theophilis Noble, Ed.M. *Associate Professor of Education*

***Lydia Hurd Smith, Ed.D.** *Associate Professor of Education*

Barbara Mason Kemp, M.A.T. *Assistant Professor of Education*

Aida Romanoff Levi, M.A.T. *Assistant Professor of Education*

Kathleen Dunn Lyman, M.A.T. *Assistant Professor of Education*

Erma Brown Brooks, S.B. *Instructor in Education, and Director of the Urban Teaching Program*

Elizabeth B. Rawlins, S.M. in Ed. *Instructor in Education*

Ernest Paul Goldenberg, Ed.M. *Instructor in Education*

Manya Weiss Dickinson, Ed.M. *Special Instructor in Education*

Lynn Burrows Donaldson, A.B. *Special Instructor in Education*

Patricia Dowd, A.B. *Special Instructor in Education*

Sylvia Gruber Feinburg, Ed.M. *Special Instructor in Education*

Dora Howe, S.B. *Special Instructor in Education*

Judith Hummel Fischer, M.A.T. *Special Instructor in Education*

Susan Glover Gracey, A.B. *Special Instructor in Education*

Barbara Harrison, Ed.M. *Special Instructor in Education*

Jane Hardy, A.B. *Special Instructor in Education*

Albert Hurwitz, M.F.A., Ed.D. *Special Instructor in Education*

Irving Hurwitz, Ph.D. *Special Instructor in Education*

Carmelo Iglesias, A.M. *Special Instructor in Education*

Susan Clark Jorgensen, Ed.M. *Special Instructor in Education*

John Meredith Langstaff, A.B. *Special Instructor in Education*

Deborah Noyes Lewis, M.A.T. *Special Instructor in Education*

Gretchen Stabbert MacArthur, S.B. in Ed. *Special Instructor in Education*

Mary Craig McLane, A.M. *Special Instructor in Education*

Hinda Magidson, A.B. *Special Instructor in Education*

John D. O'Bryant, M.P.H. *Special Instructor in Education*

Mary E. Rubel, S.B. in Ed. *Special Instructor in Education*

Luther Richard Manning, Ed.M. *Special Instructor in Education*

Sara Panarity *Secretary for the Department of Education*

*On sabbatical leave second semester, 1972-1973.

Department of English

Concentrations in English, leading to the A.B. degree, are offered either independently or in combination with concentrations in such related areas as history, language, art, publication, or education. Those majoring in English are often intending such a career as teaching, library science, law, editorial work, social work, or an appointment for which a grounding in the humanities is expected. The English concentration provides a wide range of election and can prepare the student for graduate study leading to the Master of Arts, the Master of Arts in Teaching, the Doctor of Arts, or the Ph.D. in English or Comparative Literature. Those who are considering such graduate study should seriously weigh the advantage of taking an honors curriculum in English.

Attention is called to the concentration in American Studies (page 156)

Requirements

36 semester hours which the Department advises should be distributed as follows:

At least 8 semester hours of courses dealing with literature from the ancient classics through the Renaissance (Shakespeare and Bible can be considered Renaissance)

At least 4 semester hours of English literature of the 17th century

At least 4 semester hours of English literature of the 18th century

At least 8 semester hours of English literature of the 19th century

At least 4 semester hours of American literature of the period before 1900, plus 8 semester hours of additional courses elected from those offered by the Department.

Independent study may be substituted for any of the courses offered in required areas.

All students specializing in English are expected to elect in consultation with the Department at least 8 semester hours of courses sufficiently advanced to enable the student to satisfy the requirement for independent study, which is allowed in other areas than English.

Recommendations. Students concentrating in English should have a competent reading knowledge of at least one foreign language. At least 8 semester hours of a foreign language at or above the intermediate level are expected and at least 8 semester hours of history, government, art, music, philosophy, or social science above the level of first-year courses.

Honors in English. Candidates for honors in English are expected to fulfill College requirements as designated on page 34. Honors in English requires of candidates at least 36 semester hours in courses as listed above plus English 65 Directed Study: Senior Thesis. Candidates for honors should elect 8 semester hours of foreign language *above* the intermediate level and 20 semester hours in distribution in a second language, history, government, philosophy, art or music, or the social sciences. Students intending to con-

tinue their specialization in English on the graduate level will find it advisable to take an honors program.

Integrated Four-year Curriculum for the Concurrent Bachelor's-Master's Degrees in English

This curriculum is available to students who enter with considerable Advanced Placement credit and thus qualify for an accelerated curriculum to be completed in four years. Adjustments will be necessary on an individual basis depending on the quality and amount of Advanced Placement credit. Other students may wish to take the honors curriculum in English and then proceed to a fifth year here for the Master of Arts degree. In these latter cases, the requirements for the regular master's in English, with appropriate adjustments to the student's undergraduate curriculum, will apply.

Requirements

The integrated bachelor's-master's four-year curriculum will require a total of 160 semester hours of work (towards which certain Advanced Placement pre-matriculation courses may be credited). Upon the satisfactory completion of the requirements the A.B. and the A.M. will be granted at the same time.

The program will be individually arranged under Departmental supervision, but the student will take *no less* than 52 semester hours of courses offered by the Department. The student should include all the areas advised for the A.B. in English, at least 16 semester hours of which must be courses suitable for master's candidates and at least 4 semester hours of which must be thesis (Directed Study: English 65 or 200). In addition there will be an oral examination on English literature in the area or areas in which the student has specialized.

Candidates should elect *at least* 8 semester hours in a foreign language above the intermediate level and at least 20 hours of distribution in courses in the humanities so planned as to constitute a minor in such areas as history, art, philosophy, or music.

During the third year the student will elect some area of special interest in which she will do her thesis and take whatever courses seem most directly relevant to this interest. The most appropriate fields for this special interest may be in some period or author or in areas like American Studies, criticism, and the relations between literature and the arts — that is, areas that are suitable in the regular master's curriculum.

Courses

Undergraduates should note that *English 10* or *11* or the equivalent is prerequisite to all other English courses. Registration in 100 courses is limited. Although all advanced courses are available to properly qualified undergraduates, registration of undergraduates in 100 courses requires consent of the instructor. Graduate students may, under advisement, elect any courses needed to supplement or consolidate their undergraduate curriculum, but courses numbered in the 100's are especially suitable for master's candidates.

Eng. 10-1, 2 Composition and Criticism 4 sem. hrs., though the Department may require 8 sem. hrs. of this course.

For first-year students whose diagnostic tests indicate that they need practice in writing. Attentive reading of a few selected modern texts with papers interpreting aspects of these texts. Conferences. *Mr. Douglas Perry, Mr. Klein, Miss McKay, Mrs. Duffy, Mrs. Bromberg.*

Eng. 11-1, 2 Criticism of Contemporary Literature 4 sem. hrs., though the Department may require 8 sem. hrs. of this course.

For first-year students whose diagnostic tests indicate competence in writing but need for practice in criticism. Intensive analysis of a few major contemporary works with critical papers examining specific aspects of these works. Conferences. *Mr. L'Homme, Mr. Manly, Miss Demaso.*

Eng. 20a-1 American Writers, 1620-1865 4 sem. hrs.

Special emphasis on the relationships between American literature and British and Continental literature. Thus, writers like Franklin, Poe, Hawthorne, Melville, Emerson, Thoreau, and Douglas will be compared with such writers as Swift, Voltaire, Baudelaire, Flaubert, Dostoevsky, Carlyle, Mill, Marx, and Kropotkin. *Mr. Sterne.*

Eng. 20b-2 American Writers, 1865-1900 4 sem. hrs.

Special emphasis on the relationship between American and British and Continental literature of the late nineteenth and early twentieth century. Writers like Whitman, Dickinson, Twain, Crane, DuBois, James, Dreiser, Chopin, and Henry Adams will be compared with such writers as Swinburne, Christina Rossetti, Tolstoy, Turgenev, Conrad, Zola, D. H. Lawrence, Péguy, and Shaw. *Mr. Sterne.*

Eng. 21-0 English Literature of the Nineteenth Century 8 sem. hrs.

Major British writers of the romantic and Victorian periods: Wordsworth, Coleridge, Byron, Shelley, Keats, Carlyle, Mill, Tennyson, Browning, and Arnold. Critical papers. *Mr. David Perry.*

Eng. 23-2 Critical Writing 4 sem. hrs.

Designed for those who wish, or need, practice in writing beyond what they have done in English 10 or 11. Frequent critical papers based upon a variety of readings in the essay, the novel, drama and poetry. *Mrs. Duffy.*

Eng. 25-1 American Literature and Thought in the Twentieth Century 4 sem. hrs.

The crisis of identity for the modern American writer, as seen in the autobiographical writings of Henry Adams, F. Scott Fitzgerald, Ernest Hemingway, James Agee, John Steinbeck, James Baldwin, Richard Wright, and Norman Mailer. *Mr. Douglas Perry.*

Eng. 26-2 Modern American Fiction 4 sem. hrs.

The novels of major American writers from 1900 to the present, including such authors as Edith Wharton, William Faulkner, Ralph Ellison, Saul Bellow, Bernard Malamud, John Hawkes, Robert Penn Warren, and Nathanael West. *Mr. Douglas Perry.*

Eng. 27-2 American Poetry 4 sem. hrs.

A study of major American poets and the process by which the creation of a self precedes the creation of poetry. Attention to figures such as Whitman, Dickinson, Hart Crane, Marianne Moore, Wallace Stevens, William Carlos Williams, Theodore Roethke, and Robert Lowell. *Mr. Douglas Perry.*

Eng. 30-2 The Bible 4 sem. hrs.

The major religious and ethical preoccupations of Biblical writers. Intensive study of Old Testament narrative, chronicle, poetry, and prophecy, and of New Testament gospels and letters. *Mr. David Perry.*

Eng. 33-1 English Literature and Society in the Age of Donne and Milton 4 sem. hrs.

Discussion of such figures as Donne, Jonson, Bacon, Milton, Hobbes, and Dryden, and of the literary, religious, and philosophic conflicts of the seventeenth century. *Mr. Nitchie.*

Eng. 34-2 English Literature and Society in the Age of Enlightenment 4 sem. hrs.

Readings in Dryden, Swift, Pope, Johnson, Boswell, Goldsmith, and other significant eighteenth-century writers illustrating the currents of thought in a cosmopolitan age. Supplementary comment on the general culture of the time. *Mrs. Bromberg.*

Eng. 35-1 Shakespeare 4 sem. hrs.

Elective for third- and fourth-year students only

Analysis of major plays, with comment on the theater of Shakespeare's London. *Mr. Sypher.*

Eng. 36-2 The English Novel 4 sem. hrs.

Major English novelists of the eighteenth and nineteenth centuries: Fielding, Austen, Emily Brontë, Dickens, Hardy, and others. *Mr. Gullette.*

Eng. 37-1 The Modern Continental Novel 4 sem. hrs.

Analysis of novels by Gide, Beckett, Mann, Pavese, Silone, Rilke, Svevo, Grass, and others, with a critical discussion of the thematic and stylistic concerns that link these writers. *Mr. Gullette.*

Eng. 39-1 Modern Poetry 4 sem. hrs.

The principal poets from Thomas Hardy to the present, particularly such dominant figures as W. B. Yeats, T. S. Eliot, and W. H. Auden. *Mr. Nitchie.*

Eng. 40-2 Tragedy and Comedy 4 sem. hrs.

Tragedies by Aeschylus, Sophocles, Shakespeare, Webster, O'Neill, and Sartre on the themes of vengeance, parricide, and incest. Comedies by Jonson, Beaumont and Fletcher, and Shakespeare: the morality of comedy. Also essays on the two modes, from Aristotle to the present. *Mr. Gullette.*

Eng. 41-1 Modern Drama 4 sem. hrs.

Analysis of major modern playwrights and plays drawn from the American, British, and Continental theater, Ibsen through Lowell. An effort is made to relate readings to current performances in the Boston area or to acquire filmed versions. *Mr. Manly.*

Eng. 42-2 Introduction to Poetry 4 sem. hrs.

English lyric poetry from Chaucer to the present. The forms, conventions, and styles of the various periods. The backgrounds in Greek and Latin, Provençal, Italian, and French poetry. *Mr. L'Homme.*

Eng. 44-2 The Drama of Wit and Satire 4 sem. hrs.

The development of taste in English social drama from the Elizabethan comedy of humors through Restoration wit and eighteenth-century sentimental comedy. Readings in such playwrights as Jonson, Wycherley, Dryden, Molière, Congreve, Goldsmith,

and Sheridan. A range of supplementary readings to illuminate backgrounds and trends. *Mr. Manly.*

Eng. 50-1, 51-2 Projects in Writing 4 or 8 sem. hrs.

Prereq.: consent of the instructor. Enrollment: limited.

Students who wish to fulfill the requirement for independent study by writing should consult the instructor of this course. They must submit in advance sample manuscripts of their work. *Mr. Klein.*

Eng. 55-2 Black Fiction in America 4 sem. hrs.

A study of selected works of twentieth-century black fiction in America. Analysis of the novels will center on the examination of black literary achievements and the nature of the social and political climates which underlie contemporary literature. Writers will include DuBois, Toomer, Himes, Wright, Baldwin, and Ellison. *Miss McKay.*

Eng. 65-0 Directed Study: Senior Thesis 4 sem. hrs.

Members of the Department.

Eng. 80-2 Nineteenth-Century English and Continental Poetry 4 sem. hrs.

Selected texts, chiefly verse, in English, French, and German literature, the last in translation. The complex nature of romanticism, and its relationships to post-Renaissance and modern culture. Short critical papers. *Mr. Nitchie.*

Eng. 87-2 Russian Literature in Translation 4 sem. hrs.

Major Russian authors, including Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Discussion of intellectual and social backgrounds. *Mr. Langer.*

Eng. 89-1 Greek Mythology and Religion 4 sem. hrs.

Prereq.: consent of the instructor. Enrollment: limited.

Analysis of the cults, rituals, and myths pertaining to the major gods and heroes. Extensive reading in Homer, Greek tragedy, and such works as Hesiod's *Theogony*, Ovid's *Metamorphoses*, Apollonius' *Argonautica*, and the Homeric hymns. *Mr. David Perry.*

Eng. 91-2 American Literature and Thought at the Turn of the Twentieth Century 4 sem. hrs.

The work and the social and intellectual milieu of figures such as William and Henry James, Charles Beard, Thorstein Veblen, Theodore Dreiser, Hutchins Hapgood, Woodrow Wilson, John Dewey, Willa Cather, Eugene O'Neill, Richard Wright, and T. S. Eliot. *Miss McKay.*

Eng. 92-1 The Conflict of Values in Twentieth-Century Literature 4 sem. hrs.

Various "angles of vision" in modern European and American literature: scientific humanism, conservatism, surrealism, social radicalism, existentialism, and absurdism in works by writers like Du Gard, Mauriac, Breton, Malraux, Joyce Cary, Aldous Huxley, Ellison, and Ken Kesey. *Mr. Sterne.*

Eng. 99-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent of the instructor. Enrollment: limited, with preference given to fourth-year students.

During each semester the English department offers English concentrators independent study in areas of the student's interest. Those intending independent study should consult well in advance with the instructor offering that area.

Eng. 111-1 Problems in the Contemporary Black Novel in America 4 sem. hrs.

A study of major black fiction writers since 1920 to examine the achievements emerging from the black community, and to analyze and assess difficulties facing black writers and the problems of criticism in an area greatly affected by social, cultural, and political prejudices. Writers will include Toomer, Himes, Wright, Baldwin, and Ellison.

Miss McKay.

Eng. 122-0 Problems in English Literature of the Nineteenth Century 8 sem. hrs.

Intensive analysis of certain philosophic, social, and artistic themes in English and Continental writers. Substantial critical reports written after consultation with the instructor. Intended as a year course, though either semester may be taken for 4 semester hours by arrangement with the instructor. *Mr. Sypher.*

Eng. 123-2 English Literature, 1875-1939 4 sem. hrs.

Study of significant works of such writers as Yeats, Conrad, Joyce, Forster, Woolf, Eliot, and Bowen, with special attention to the author's dilemma in a rapidly changing world, and to the growth of the modern critical consciousness. *Mr. L'Homme.*

[**Eng. 125-1 Romantic Literature 4 sem. hrs.** Not offered in 1972-73.]

Intensive study of the five major poets as well as such prose writers as Hazlitt, Lamb, Hunt, and De Quincey. Attention to the modern criticism of these writers.

Eng. 126-1 Realism and Naturalism 4 sem. hrs.

Selected works of Hardy, Conrad, Bennett, Shaw, Flaubert, Zola, Ibsen, Chekhov, and Pirandello, with special attention to the intellectual and social background of realism and naturalism as literary movements. *Mr. L'Homme.*

Eng. 128-1 New Directions in Language Study 4 sem. hrs.

A survey of various theories of language. Examination of theories of English syntax, and some work in history, phonetics, usage, semantics, lexicography, and theories of language acquisition. Some discussion of pedagogical implications of the various theories of grammar for those who are preparing to teach. *Mrs. Levi.*

Eng. 132-1 Classic American Writers 4 sem. hrs.

Studies in depth, with critical readings, of major nineteenth-century writers (Hawthorne, Melville, Poe, Emerson, and Thoreau) with attention to their contributions to the development of a distinctively American literature. *Mr. Douglas Perry.*

Eng. 134-2 Swift, Pope, and Johnson 4 sem. hrs.

Detailed study of the major works of these central figures in the English eighteenth century. *Mrs. Bromberg.*

Eng. 135-1 Studies in Shakespeare 4 sem. hrs.

Discussion of historical, textual, and critical problems arising from major plays. It is assumed that students will already have read in Shakespeare. *Mr. David Perry.*

Eng. 140-2 Dramatic Imagination in Modern American Theater 4 sem. hrs.

Examination of some important twentieth-century dramatists through whose work the American theater has come of age. Emphasis will be placed on the ability, integrity, and imagination which have resulted in the skill, vitality, and power to effect a freer form of drama. Included will be O'Neill, Williams, Miller, Albee, and Hansberry. *Miss McKay.*

Eng. 144-2 Renaissance Drama 4 sem. hrs.

The five principal plays of Marlowe, and selected plays of such authors as Kyd, Webster, Dekker, Heywood, Greene, and Beaumont and Fletcher. Detailed study of Shakespeare's sonnets. *Mr. David Perry.*

Eng. 145-1 Chaucer 4 sem. hrs.

The principal works of Chaucer (*Troilus and Criseyde, Canterbury Tales*), with some attention to medieval romances, Middle English lyric, and fabliau as these bear on his development and characterize his period. *Mr. Manly.*

Eng. 146-2 The Evolution of Early English Literature 4 sem. hrs.

A study of such texts as *Beowulf*, *Gawain and the Green Knight*, the metrical romances, *Piers Plowman*, the medieval mystery plays, Malory's *Morte D'arthur*, and early English lyrics. The readings, where possible, are in their Old and Middle English forms. Other readings will illustrate the range of the English literature of the Middle Ages. *Mr. Manly.*

Eng. 150-2 Studies in the Novel 4 sem. hrs.

A detailed analysis of at least three major modern novelists such as James, Kafka, Camus, Hesse. The writers studied will vary from year to year according to the needs and interests of students. *Mrs. Duffy.*

Eng. 151-2 Special Topics in Modern Literature: Modern American Gothic 4 sem. hrs.

Study of the convention of the abnormal in modern American literature, with attention to its nineteenth-century origins and its more recent appearance in the work of Truman Capote, William Faulkner, and William Styron. *Mr. Douglas Perry.*

Eng. 152-2 Literature and Society 4 sem. hrs.

In 1972-73: A comparative study in seminar of selected works by William Faulkner and Albert Camus in a "Southern Puritan" and a "Mediterranean" sensibility. Ability to read French, while desirable, is not necessary, since the course will use translations of Camus. *Mr. Sterne.*

Eng. 153-1 Special Topics in Modern Literature: The Literature of Atrocity 4 sem. hrs.

Prereq.: consent of the instructor.

A study of the Holocaust theme in imaginative literature, including consideration of the special aesthetic problems facing writers in this tradition. Works by Elie Wiesel, Ilse Aichinger, Ladislav Fuks, Pierre Gaspar, Jerzy Kosinski, Jorge Semprun, Heinrich Böll, Andre Schwarz-Bart, Jakov Lind, and Charlotte Delbo. *Mr. Langer.*

Eng. 170-2 Symbolism 4 sem. hrs.

Study of selected works of such writers as Baudelaire, Kierkegaard, Verlaine, Mallarmé, Nietzsche, Rilke, Valéry, and Stevens, with special attention to the connections with romanticism, aestheticism, and impressionism. *Mr. L'Homme.*

Eng. 171-2 Milton 4 sem. hrs.

Reading and discussion of Milton's English poetry, with collateral reading in the Latin poems, the prose, and the body of Milton criticism. *Mr. Nitchie.*

Eng. 175-1 Special Studies in Literature and Music 4 sem. hrs.

The topic for 1972-73 is the development of the Faust legend and its changing meaning and treatment from its origins in demonic folklore through the work of Marlowe, Goethe, Heine, Sayers, Mann, Faulkner, and such musicians as Gounod, Boito, Berlioz, Busoni, and Liszt. *Mrs. Duffy.*

Eng. 176-1 Masterworks of Victorian Fiction 4 sem. hrs.

Types and theories of Victorian fiction as practiced by the Brontës, Dickens, Thackeray, and George Eliot. *Mrs. Bromberg.*

Eng. 182-1 Modern Anglo-Irish Literature 4 sem. hrs.

Critical reading of fiction, verse, drama, and essays by Yeats, Synge, O'Casey, Joyce, and others. The attempts both to create and to rebel from a tradition of Irish literature. *Mr. Gullette.*

Eng. 183-2 Criticism 4 sem. hrs.

A review of different methods of modern criticism — psychological, social, philosophical, and ethical — applicable to literature and the arts. *Mr. Sypher.*

Eng. 184-2 Greek and Latin Literature in Translation 4 sem. hrs.

Analysis of ancient epic, drama, and philosophy. *Mr. Sypher.*

Eng. 185-1 Medieval Literature 4 sem. hrs.

Selected works of medieval literature, including epics such as *Beowulf* and the *Nibelungenlied*, lyric poems by the troubadours, romances such as Chrétien's *Lancelot* and Gottfried von Strassburg's *Tristan*, and Dante's *Divine Comedy*. *Mr. L'Homme.*

Eng. 192-2 Soviet Literature in Translation 4 sem. hrs.

Prereq.: consent of the instructor.

Study of major Soviet writers like Gorky, Babel, Zamyatin, Sholokhov, Pilnyak, Fedin Abram Tertz (Andrei Sinyavsky), and Solzhenitsyn. Discussion of intellectual and social backgrounds. *Mr. Langer.*

Eng. 200-1, 200-2 Directed Study: Master's Thesis**American St. 190-1 Problems in American History and Literature 4 sem. hrs.**

Prereq.: consent of one of the instructors.

An interdisciplinary seminar integrating material from history and literature. The topic for 1972-73: Boston in Transition in the Nineteenth Century. Emphasis on cultural and social developments in the urban center and in neighboring areas like Roxbury and Concord. Architecture, the fine arts, and material culture will be integrated into the course. *Mrs. Kohlstedt, Mr. Sterne.*

Amer. St. 191-2 American Studies Seminar: Literary Vision and the Capitalist Spirit in Post-Civil War America 4 sem. hrs.

Prereq.: consent of the instructor.

Beginning with Whitman's *Democratic Vistas*, the seminar will explore the tensions between the moral and the materialistic in writings by Howells, Twain, Henry James, Henry Adams, Andrew Carnegie, William Graham Sumner, Henry George, Edward Bellamy, and their contemporaries. *Mr. Langer.*

Graduate Programs Leading to a Master's Degree**The Master of Arts**

The master's curriculum is designed to provide one year's study that will supplement and consolidate the student's undergraduate work in literature, and allow some further specialization.

Admission requires a baccalaureate degree from an accredited college or university, and a superior undergraduate record. Both men and women will be admitted to the program on either a full-time or part-time basis as their circumstances may dictate. The applicant for admission must submit an official transcript of that degree. Part of each student's schedule centers on some topic, letter stating the purposes for which the applicant seeks the degree, together with recommendations from three former teachers. An interview is desirable. It is advisable to apply by March 15, though applications made after June 1 will be considered if openings are available.

The program of study will be individually prescribed, the student being permitted to take courses in subjects adjacent to English *provided* these courses are directly relevant to a coherent plan of graduate work. It is expected that the candidate for admission have a competent reading ability in a language such as French, Spanish, Italian, German, Russian, Latin, or Greek. Ordinarily no master's thesis is required, though students may, by directed individual study, or in seminars, write a thesis as a substitute for courses that they would otherwise take.

The master's program requires the satisfactory completion of 32 semester hours, including at least two courses from the following group, unless the student has had the equivalent:

Chaucer or Early English Literature
Renaissance Literature
Criticism

The remainder of the 32 semester hours will be elected, after consultation, from courses best adapted to the student's needs and intents.

English courses numbered in the 100's are especially suitable for master's candidates.

The Master of Philosophy

The Master of Philosophy in English offers a year's advanced study of literature beyond the Master of Arts and provides a measure of specialization beyond that degree. Part of each student's schedule centers on some topic, area, period, or genre of personal interest — e.g., the relation of literature to the arts in certain century, the modern American area, the eighteenth century, or the novel — this focus of interest being declared upon admission to the program. This special study is done individually under the direction of a member of the Departmental faculty. Before the degree is granted, the candidate takes an oral examination in the area or topic of concentration. As in the case of the Master of Arts, the student's total curriculum is arranged after full consultation and with due attention to the needs and purposes of the candidate. Courses in areas auxiliary to English are allowable *provided* they are closely relevant to a coherent plan of graduate study.

Admission to the Master of Philosophy ordinarily requires the previous completion, with distinction, of a Master's degree in English, as well as competence in a foreign language as established by the successful completion of at least one course dealing with the literary texts in that language. Except by special consent of the Committee on Graduate Studies, no more than eight semester

hours of transfer credit for graduate study elsewhere can be allowed toward the eight semester courses (32 semester hours) necessary for the Master of Philosophy.

Men as well as women are admitted to the Master of Philosophy, and part-time study is permissible. The applicant for admission must submit official transcripts of all previous academic records and, at the request of the Department, a statement of purposes in seeking the degree, together with recommendations from former teachers. Students are admitted to this program at the beginning of both the fall and spring semesters.

Faculty

Wylie Sypher, Ph.D., Litt.D. *Professor of English; and Chairman of the Department of English to July 1, 1972*

George Wilson Nitchie, Ph.D. *Professor of English; and Chairman of the Department of English as of July 1, 1972*

William J. Holmes, Ph.D. *Professor of English*

Richard Clark Sterne, Ph.D. *Professor of English*

Charles Edmund L'Homme, Ph.D. *Professor of English*

Lawrence Lee Langer, Ph.D. *Professor of English*

***Richard Freedman, Ph.D.** *Associate Professor of English*

David Scott Perry, Ph.D. *Associate Professor of English*

William Michael Manly, A.M. *Assistant Professor of English*

David George Gullette, Ph.D. *Assistant Professor of English*

John Douglas Perry, Ph.D. *Assistant Professor of English*

Norman Wendell Klein II, M.F.A. *Assistant Professor of English*

Nellie Yvonne McKay, A.M. *Instructor in English*

Jeanne deBrun Duffy, A.M. *Instructor in English*

Pamela Starr Bromberg, M.Phil. *Instructor in English*

Mary Joan Demaso, A.M. *Special Instructor in English*

DeWitt Henry, Ph.D. *Special Instructor in English*

Helen B. Hull, A.B. *Special Instructor in English*

Jean Mattimore Whitney, A.M. *Special Instructor in English*

Nannie E. Henderson *Tutor in English*

Frances H. Thompson *Secretary for the Department of English*

*On sabbatical leave 1972-73.

Department of Foreign Languages and Literatures

Courses are offered in French, German, Russian, and Spanish, at different levels, to enable the student to strengthen her command of languages already studied or to begin the study of an additional foreign language. These courses are planned so that the student learns to speak and understand, as well as to read and write, with increasing facility and accuracy. As a student becomes familiar with a particular language, an understanding of the nature of language in general is developed. By studying literary works in the original language, students acquire an ability to read with enjoyment and full comprehension. Also, students develop knowledge of the intellectual and social history of the people who speak the language. Moreover, the knowledge and experience obtained in the critical reading of the major works of foreign literature permanently extend the range of a student's resources in the humanities and provide a means and taste for developing them further.

A student may elect courses in foreign language and literature as part of her liberal education or she may select foreign language as her field of concentration with some career objective in mind. A student may combine the special study of foreign language with diverse fields of concentration in career areas, for example: in the social sciences, in science, or in other fields within the humanities. A concentration in French or Spanish when combined with a concentration in the humanities, social sciences, or management may prepare the student for careers in government service at home or abroad, employment as a translator for publishers or international agencies, technical positions with international business firms, or graduate study. If a student wishes to teach foreign languages in secondary schools, she may combine the concentration in French or Spanish with the appropriate concentration in education.

Students who wish to study or work abroad must achieve competence in all basic language skills. Students planning for further study in graduate school need to acquire reading proficiency in one or more languages to fulfill the requirements of many graduate programs.

Placement of students who have not studied foreign languages at Simmons College is determined on the basis of tests given by the Department.

Concentration in French

Requirements

At least 32 semester hours distributed among the following courses in language and literature, to be selected *after consultation with the Departmental adviser*.

French 31, 32 Major French Writers

French 33 Spoken French

French 30, 34 Conversation and Composition

French 35 French Civilization

French 36 Applied Linguistics

French 137 Stylistics

French 140	Advanced Conversation and Composition
French 141	French Literature of the Middle Ages
French 142	French Literature of the Renaissance
French 143	The Theater of the Seventeenth Century: Corneille, Moliere, Racine
French 144	The Age of Enlightenment
French 146	The Nineteenth-Century Novel
French 147	Romantic Poetry and Theater
French 148	Symbolist Poetry
French 149	Modern Poetry and Theater
French 150	The Modern Novel
French 151	Gide, Sartre, Camus
French 152	Literature and Art
French 153	The Age of Masks: A View of the Seventeenth Century
French 170	Seminar: Beckett: Poet, dramatist, and novelist

Recommendations. Proficiency in a second foreign language beyond the intermediate level is strongly recommended for all French majors.

Honors in French. Candidates for honors in French are expected to fulfill College requirements as designated on page 34.

French 65 Directed Study: Senior Thesis

Concentration in Spanish

Requirements

At least 32 semester hours distributed among the following courses in language and literature, to be selected *after consultation with the Departmental adviser*.

Spanish 30, 34	Composition and Advanced Conversation
Spanish 31, 32	Literature of the Spanish People
Spanish 33	Spoken Spanish
Spanish 35	The Contemporary Latin-American Novel
Spanish 37	Twentieth-Century Hispanic Drama
Spanish 38	Applied Linguistics
Spanish 142	Spanish Field Work Seminar
Spanish 143	The <i>Picaro</i> as a Figure and Voice of Social Dissent
Spanish 144	Unamuno and Ortega
Spanish 145	General View of Spanish Cultural History
Spanish 146	Hispanic-American Cultural History
Spanish 148	Contemporary Spanish Poetry
Spanish 154	Contemporary Hispanic-American Poetry
Spanish 155	Cervantes

Recommendations. Proficiency in a second modern foreign language beyond the intermediate level is strongly recommended.

Honors in Spanish. Candidates for honors in Spanish are expected to fulfill College requirements as designated on page 34.

Spanish 65 Directed Study: Senior Thesis

Foreign Study Program

Students may be granted credit for the satisfactory completion of a prescribed program in a duly recognized Foreign Study Program provided each individual proposal is recommended by the school or department concerned, and approved by the Subcommittee on Foreign Study and the Administrative Board. Those considering language study should explore the possibilities as early as possible to assure adequate preparation.

Courses

French

Fr. 10-1, 11-2 Elementary French 4 or 8 sem. hrs.

Prereq. for Fr. 11: Fr. 10 or placement by the Department.

Study of the essentials of French syntax, vocabulary, and pronunciation in order to read, speak, and write simple French. *Miss Mamikonian.*

Fr. 20-1, 2 Intermediate French I 4 sem. hrs.

Prereq.: Fr. 11 or placement by the Department.

An intensive review of grammar, oral practice, and reading of modern French texts of graduated difficulty. *Members of the Department.*

Fr. 21-1, 2 Intermediate French II 4 sem. hrs.

Prereq.: Fr. 20 or placement by the Department.

Continuation of French 20. *Members of the Department.*

Fr. 25-1; Fr. 26-2 Readings in French Literature and Society 4 or 8 sem. hrs.

Prereq.: French 21 or placement by the Department.

Systematic review of grammar with reading of selected materials to gain an understanding of French civilization and culture. *Miss Keane, Mr. Mackey.*

Fr. 30-1, 34-2 Conversation and Composition 4 or 8 sem. hrs.

Prereq.: Fr. 21 or consent of the instructor.

Concentration, with individual assistance, upon pronunciation, enunciation, and intonation, and drill in the everyday French idiom to gain facility and correctness of expression. Individualized readings as a basis for oral and written reports on aspects of French civilization. *Miss Pagé, Miss Keane.*

Fr. 31-1, 32-2 Major French Writers 4 or 8 sem. hrs.

Intensive reading of masterworks of such figures as Rabelais, Montaigne, Racine, Molière, Voltaire, Rousseau, Hugo, Stendhal, Balzac, and Baudelaire. Introduction to the major trends in French literature and thinking from the Renaissance to the present day. Recommended for students planning to take advanced literature courses. *Lectures and class discussions in French. Members of the Department.*

Fr. 33-1, 2 Spoken French 4 sem. hrs.

Prereq.: consent of the instructor.

Intensive semester course for students of superior aptitude in French language. Two class meetings a week and four hours of individual oral-aural practice in language laboratory. *Mr. Newman.*

Fr. 35-2 French Civilization 4 sem. hrs.

Prereq.: Fr. 20 or consent of the instructor.

The role of France in a changing world. Historical, geographical, economic, social, and cultural factors that have shaped the France of today and are preparing the France of tomorrow. *Mr. Newman.*

[**Fr. 36-1 Applied Linguistics 4 sem. hrs.** Not offered in 1972-73.]

An introduction to the principles of linguistics as related to the teaching of language and an introduction to the historical development of French and Spanish.

Fr. 65-0 Directed Study: Senior Thesis 4 sem. hrs.

Members of the Department.

Honors Seminar in French

Periodic meetings under the auspices of the Department.

For students who intend to enter graduate school.

Fr. 137-2 Stylistics 4 sem. hrs.

Prereq.: Fr. 30 or Fr. 34 or consent of the instructor.

Intensive course in elements of style. Composition, translation, and *explication de textes*. *Miss Pagé.*

Fr. 140-1 Advanced Composition and Conversation 4 sem. hrs.

Prereq.: Fr. 30 or Fr. 34 or consent of the instructor.

An intensive study of the art of written expression, through frequent exercises in writing narrative and critical prose, combined with oral work designed to assure fluency in the spoken language. *Miss Pagé.*

[**Fr. 141-1 French Literature of the Middle Ages 4 sem. hrs.** Not offered in 1972-73.]

Prereq.: Fr. 31, 32 or consent of the instructor.

A study of the genres that dominated French literature between 1100 and 1500, with special emphasis on the *chanson de geste*, the *roman courtois*, lyric poetry, and the theater.

Fr. 142-1 French Literature of the Renaissance 4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor.

A study of selected themes in Renaissance prose and poetry. Topic for 1972-73: Protest, criticism, and the search for new kinds of order. *Miss Keane.*

[**Fr. 143-2 Seventeenth-Century Theater: Corneille, Molière, Racine 4 sem. hrs.**

Not offered in 1972-73.]

Prereq.: Fr. 31, 32 or consent of the instructor.

A study of the aesthetics and historical development of seventeenth-century French theater. Emphasis will be on the techniques and dramatic conventions of the major authors.

Fr. 144-1 The Age of Enlightenment 4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor.

A chronological study of the *esprit philosophique* of the Enlightenment, together with a study of other currents of eighteenth-century thought and culture, such as sentimentalism, neo-classicism, pre-romanticism. Emphasis on the *conte philosophique* and the emergence of the novel and decline of the theater as literary genres. *Miss Hayward.*

[Fr. 146-1 **The Nineteenth-Century Novel** 4 sem. hrs. Not offered in 1972-73.]

Prereq.: Fr. 31, 32 or consent of the instructor.

The development of the novel from pre-romanticism through romanticism, realism, and naturalism. Selected texts from such authors as Chateaubriand, Stendhal, Balzac, Flaubert, les Goncourt, Zola, Huysmans, and Proust.

[Fr. 147-1 **Romantic Poetry and Theater** 4 sem. hrs. Not offered in 1972-73.]

Prereq.: Fr. 31, 32 or consent of the instructor.

A thematic and stylistic study of the poetry of Lamartine, Vigny, Hugo, Musset, and Gautier. Attention will also be given to important romantic plays of the period.

[Fr. 148-2 **Symbolist Poetry** 4 sem. hrs. Not offered in 1972-73.]

Prereq.: Fr. 31, 32 or consent of the instructor.

Intensive study of the poetry of Baudelaire, Rimbaud, and Mallarmé. Reference also made to other symbolist and Parnassian poets, including Leconte de Lisle, Nerval, Lautréamont, and Valéry.

Fr. 149-1 Modern Poetry and Theater 4 sem hrs.

Prereq.: Fr. 31, 32 or consent of the instructor.

French poets from 1900 to the present such as Apollinaire, Valéry, Saint-John Perse, Prévert, Michaux. Twentieth-century playwrights, such as Claudel, Giraudeau, Anouilh, Camus, Montherlant, Sartre, Ionesco, Beckett, Adamov. *Miss Pagé*.

[Fr. 150-2 **The Modern Novel** 4 sem. hrs. Not offered in 1972-73.]

Prereq.: Fr. 31, 32 or consent of the instructor.

The main movements in the French novel starting with Proust, including Gide, Bernanos, Mauriac, Sartre, Malraux, and the leading authors of the *nouveau roman* such as Butor, Robbe-Grillet, Sarraute.

[Fr. 151-2 **Gide, Sartre, Camus** 4 sem. hrs. Not offered in 1972-73.]

Prereq.: Fr. 31, 32 or consent of the instructor.

The major themes of modern French literature and a study of existentialist thought as seen in the works of three authors. Emphasis on the *récits* of Gide, the plays of Sartre, and the novels of Camus.

Fr. 152-2 Literature and Art: Explication de textes; explication de tableaux 4 sem. hrs.

Prereq.: Fr. 31, 32 and consent of the instructor.

A comparative study of the relationships between literature and the arts in France from six selected epochs. *Miss Pagé*.

Fr. 153-2 The Age of Masks: A View of the Seventeenth Century 4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor.

A view of mankind as seen by some major seventeenth-century writers with emphasis on the device of masks in literature and society. The "Moralistes" and great literary movements of the age: a study in contrast. *Mr. Montbertrand*.

Fr. 170-2 Seminar: Beckett: Poet, Dramatist, and Novelist 4 sem. hrs.

Prereq.: Fr. 31, 32 or consent of the instructor.

Discussion of Beckett's work as a whole with the attempt to compare his artistic development to that of the New Novelists (such as Butor, Sarraute, Duras, Robbe-Grillet, and Pinget) since they all possess a common starting ground in their preoccupation with language and form. *Miss Hayward*.

German

Ger. 10-1, 11-2 Introductory German 4 or 8 sem. hrs.

Prereq. for Ger. 11: Ger. 10 or placement by the Department.

Intensive oral-aural practice. Study of grammar essentials. Reading of elementary texts and short stories. *Miss Harrigan.*

Ger. 20-1 Intermediate German I 4 sem. hrs.

Prereq.: Ger. 11 or placement by the Department.

Continued oral-aural practice. Intensive grammar review. Introduction to German civilization through reading modern texts of graduated difficulty. *Miss Harrigan.*

Ger. 21-2 Intermediate German II 4 sem. hrs.

Prereq.: Ger. 20 or placement by the Department.

Continuation of German 20. *Miss Harrigan.*

Ger. 25-1, 26-2 Readings in Twentieth-Century Literature 4 or 8 sem. hrs.

Prereq.: Ger. 21 or placement by the Department.

Selected readings from literature of both East and West with a view towards understanding the relationship between the two Germanies. Review of grammar, practice in writing and conversation. *Miss Harrigan.*

Russian

Russ. 10-1, 11-2 Beginning Russian 4 or 8 sem. hrs.

Prereq. for Russ. 11: Russ. 10 or placement by the Department.

Drill in grammar, vocabulary, translation, and simple conversation to give a basic knowledge of Russian that can be extended according to interest or need.

Miss Mamikonian.

Russ. 20-1 Intermediate Russian I 4 sem. hrs.

Prereq.: Russ. 11 or placement by the Department.

Review and completion of basic syntax correlated with reading or graded prose and periodical literature. Continued practice in writing and intensive work on vocabulary and idiomatic command of language. *Miss Mamikonian.*

Russ. 21-2 Intermediate Russian II 4 sem. hrs.

Prereq.: Russ. 20 or placement by the Department.

Continuation of Russ. 20. *Miss Mamikonian.*

[Russ. 30-1 Advanced Russian 4 sem. hrs. Not offered in 1972-73.]

Prereq.: Russ. 20 or the equivalent.

Intensive reading and translation.

[Russ. 35-2 Russian Civilization 4 sem. hrs. Not offered in 1972-73.]

A survey of the principle currents in pre-Soviet cultural history as seen through the arts, literature, and social development. Given in English.

Spanish

Span. 10-1, 11-2 Introduction to Spanish 4 or 8 sem. hrs.

Prereq. for Span. 11: Span. 10 or placement by the Department.

Intensive oral practice combined with elements of grammar and the reading of modern literary texts. *Members of the Department.*

Span. 20-1, 2 Intermediate Spanish I 4 sem. hrs.

Prereq.: Span. 11 or placement by the Department.

An intensive review of grammar, oral practice, and reading of twentieth-century texts of graduated difficulty. Prepares for all Spanish 30-level courses. *Members of the Department.*

Span. 21-1, 2 Intermediate Spanish II 4 sem. hrs.

Prereq.: Span. 20 or placement by the Department.

Continuation of Spanish 20. *Members of the Department.*

Span. 25-1; 26-2 Twentieth-Century Readings 4 or 8 sem. hrs.

Prereq.: Span. 21 or placement by the Department.

Intensive study of contemporary Spanish and Spanish-American texts with emphasis on student-led discussions. Rapid review of grammar to increase language proficiency. *Mrs. Cohen.*

Span. 30-1 Composition and Advanced Conversation 4 sem. hrs.

Prereq.: Span. 20 or 25 or consent of the instructor.

Intensive semester course for students majoring in Spanish or wishing to increase their proficiency in the oral and written use of the language. *Mrs. Cohen.*

[Span. 31-1, 32-2 Literature of the Spanish People 4 sem. hrs. Not offered in 1972-73.]

Prereq.: consent of the instructor.

Critical readings of masterworks in the major writers of Spain and Hispanic America. Introduction to the main trends of Hispanic literature and thinking, with emphasis on periods of significant interest: the Twentieth Century (31-1); the Golden Age (32-2).

Span. 33-2 Spoken Spanish 4 sem. hrs.

Prereq.: consent of the instructor.

Intensive oral-aural practice in four scheduled meetings, of which two are contact hours. For concentrators and students with specific language interest. *Mrs. Cohen.*

Span. 34-2 Composition and Advanced Conversation 4 sem. hrs.

Prereq.: Span. 20 or 25 or consent of the instructor.

Intensive semester course for students majoring in Spanish or wishing to increase their proficiency in the oral and written use of the language.

Span. 35-1 The Contemporary Latin-American Novel 4 sem. hrs.

Prereq.: Span. 20, or 25 or the equivalent or consent of the instructor.

Thematic and stylistic study of the works of Juan Rulfo, Carlos Fuentes, Alejo Carpentier, Julio Cortázar, Mario Vargas Llosa, and Gabriel García Márquez.

Span. 37-2 Twentieth-Century Hispanic Drama 4 sem. hrs.

Prereq.: Span. 20, or 25 or consent of the instructor.

Readings of plays by major contemporary playwrights of Spain and Hispanic America with critical discussion of the stylistic and social concerns that link these writers.

Mrs. Marichal.

[Span. 38-1 Applied Linguistics 4 sem. hrs. Not offered in 1972-73.]

An introduction to the principles of linguistics as related to the teaching of language and an introduction to the historical development of French and Spanish.

Span. 65-0 Honors Seminar in Spanish 4 sem. hrs.

Directed Study: Senior Thesis. *Members of the Department.*

Span. 142-1 Spanish Field Work Seminar 4 sem. hrs.

Prereq.: consent of the instructor.

Placement at bilingual schools and other settings to afford sustained contact with members of Boston's Spanish-speaking community. Each student will elaborate a topic of study relevant to her own interests and background. Weekly meetings will provide guest speakers and the context for discussion of shared problems and experiences. Open to non-majors. *Mrs. Cohen.*

[Span. 143-1 The Pícaro as a Figure and Voice of Social Dissent 4 sem. hrs.

Not offered in 1972-73.]

Prereq.: Span. 25 or the equivalent or consent of the instructor.

The rogue tells the story of his life and adventures in a world he sees from his own perspective, that of the outsider. His emergence as a new protagonist in fiction will be studied in major works from Guzmán de Alfarache to contemporary novels by Cela and others. Characteristic examples of picaresque fiction in France, England, and America will also be discussed.

[Span. 144-1 Unamuno and Ortega 4 sem. hrs. Not offered in 1972-73.]

Prereq.: Span. 25 or the equivalent and consent of the instructor.

An analytical study of their thought and its literary expression with emphasis on their contemporary world.

Span. 145-1 General View of Spanish Cultural History 4 sem. hrs.

Prereq.: Span. 25 or the equivalent or consent of the instructor.

An introduction to the political, artistic, and intellectual history of Spain with emphasis on periods of achievement and crises of universal relevance. The course will focus on the Spain of the Renaissance and Twentieth-Century Spain, notably on the Spanish Civil War and its consequences. *Mrs. Marichal.*

[Span. 146-1 Hispanic-American Cultural History* 4 sem. hrs.

Not offered in 1972-73.]

Prereq.: Span. 25 or the equivalent or consent of the instructor.

An introduction to the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, with an emphasis on Mexico, Peru, and Argentina. Special attention given to the historiography of the conquests of Mexico and Peru; Bolívar and the generation of 1810; the consequences of the Spanish-American War of 1898; and the Mexican Revolution of 1919.

Span. 148-2 Contemporary Spanish Poetry 4 sem. hrs.

Prereq.: Span. 25 or the equivalent and consent of the instructor.

A study of the phases of twentieth-century lyrical poetry with particular emphasis on such major figures as Unamuno, Antonio Machado, Juan Ramón Jiménez, Guillén, Salinas, and García Lorca. *Mrs. Marichal.*

[Span. 154-2 Contemporary Hispanic-American Poetry* 4 sem. hrs.

Not offered in 1972-73.]

Prereq.: Span. 25 or the equivalent and consent of the instructor.

Leading twentieth-century authors from Darío to Neruda and Octavio Paz. Partic-

* Offered in alternate years.

ular attention paid to their fusion of Spanish lyrical heritage and national realities with such contemporary currents as surrealism and Marxism.

[**Span. 155-2 Cervantes*** 4 sem. hrs. Not offered in 1972-73.]

Prereq.: Span. 25 or the equivalent and consent of the instructor.

The originality and impact of Cervantes' fiction. Partial emphasis on *Don Quixote* within the context of Cervantes' other works as well.

[**Span. 170-1, 2 Seminar: Special Topics in Spanish** 4 sem. hrs.

Not offered in 1972-73.]

A seminar which examines special problems, genres or authors according to faculty and student interest. Topics to be announced.

The Master of Arts: French

The Master of Arts: Spanish

The curricula in Spanish and in French are designed to provide one year of study that will strengthen the oral and written command of Spanish or French and consolidate the student's knowledge of the language's literature. The program of study will be planned by the individual student, with the assistance of an assigned faculty adviser, to suit the particular preparation and objectives of the student.

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Both men and women will be admitted, on a full or a part-time basis, to the graduate programs, which require the completion of 32 semester hours, i.e., eight semester courses. Although a master's thesis is not normally required, students are expected to complete a substantial research paper on a special topic in relation to one of the advanced courses.

For the Master of Arts in Spanish, it is recommended that the student elect at least five courses in the field of concentration, with the remainder to be selected upon consultation with the assigned adviser from courses in related fields, such as another language taken as a minor. Of the 32 semester hours, up to 8 semester hours may be elected from courses at the Spanish 30-level, except for Spanish 30 (Conversation and Composition) and Spanish 33 (Spoken Spanish). The remaining courses in Spanish are to be elected from the courses at the 140 and 150 levels.

The Master of Arts in French requires six courses in the field of concentration at the 100 level with the remainder to be selected upon consultation with the assigned adviser from courses in related fields such as English literature or another language.

Applicants for admission to the Master of Arts Program in either Spanish or French must submit an official transcript of the undergraduate record, a statement of purpose in pursuing the program, and three letters of recommendation from teachers or other persons well acquainted with the academic ability and performance of the candidate. This material should be received by the Chairman of the Department of Foreign Languages and Literatures by August 15 for the fall semester or by December 15 for the spring semester.

* Offered in alternate years.

Faculty

[†]**Charles Ruyle Mackey, Ph.D.** *Associate Professor of French, and Chairman of the Department of Foreign Languages and Literatures*

James Leet Valentine Newman, A.M. *Professor of French, and Director of the Language Laboratory*

Solita Salinas Marichal, Ph.D. *Associate Professor of Spanish*

Helen Mamikonian, A.M. *Associate Professor of Russian*

^{*}**Don Hays McKeen, Ph.D.** *Associate Professor of French*

Susan Mary Keane, Ph.D. *Associate Professor of French*

Marthe Pagé, Ph.D. *Assistant Professor of French*

Louise G. Cohen, Ph.D. *Assistant Professor of Spanish*

Susan Hayward, A.M. *Instructor in French*

Gérard R. Montbertrand, A.M. *Instructor in French*

Madeleine Green, A.M. *Instructor in French*

Renny Harrigan, A.M. *Instructor in German*

Dana H. Michael, A.B. *Secretary for the Department of Foreign Languages and Literatures*

[†]*On sabbatical leave, second half-year, 1972-73.*

^{*}*On sabbatical leave, 1972-73.*



Department of Government

The Departmental requirements in government provide the student with a grounding in political theory and in comparative and American government and allow her to choose an additional 8 semester hours in the concentration, depending on her special interest. In addition, the requirement of a basic course in economics is deemed essential for an understanding of modern governmental problems. Students with such a preparation can avail themselves of the numerous opportunities for governmental service at the federal, state, and local levels by the taking and passing of qualifying examinations administered by the various governments. Graduate work in government, for which this concentration is a preparation, usually involves a specialty in one particular area of government and, depending on the graduate school, a reading knowledge of two modern languages.

A limited number of Juniors specializing in government are eligible to be considered for attendance at the "Washington Semester" of the American University in Washington, D.C. Students not concentrating in government are also eligible for consideration provided they have had some background in the field. Ordinarily the student will attend American University in the first semester of the Junior year and must discuss plans for the Washington Semester with her adviser early in the Sophomore year. This plan is a unique one since it provides students with an opportunity both to obtain practical experience in government and to complete a major project.

Students in the Department are encouraged to undertake research projects based on work experiences in governmental offices at the national, state, or urban level, during either the summer or regular term time. These experiences become the basis for fulfilling the requirement of independent study, and students are encouraged to select their courses in anticipation of this independent work. It should be noted that the Department encourages students to engage in research in a foreign country if possible and hence develop a project involving comparative governmental studies.

Concentration in Government

Requirements

The requirements of the concentration in government have been kept to a minimum so that students may take courses in other areas of interest. Students interested in a career in the social sciences either in government or in teaching at any level are advised to elect at least one course in each of the other social sciences in addition to government.

Government 21	Government in the United States-Federal System
Government 23	Classical and Early Modern Political Theory
or	
Government 24	Political Theory During the Last Two Centuries
<i>One of the following:</i>	
Government 33	Government and Politics in South Asia

Government 34 Comparative Political Systems

and

Economics 21, 22 Principles of Economics

Government Electives: 8 semester hours

The degree requirement of 8 hours independent study or Senior seminar may be met by *Government 43*, any seminar offered by the Department or independent study, or an appropriate seminar in another department approved by the Department. These 8 hours are in addition to the 20 hours required in government.

Honors in Government. An honors program is offered to qualified students who fulfill the College requirements as designated on page 34.

In addition to the courses listed above, an honors candidate is also required to complete satisfactorily:

Government 65 Directed Study: Senior Thesis

Government Electives: 4 sem. hrs. in political theory

Courses

Gov. 21-1 Government in the United States — Federal System 4 sem. hrs.

Analysis of the institutional development of American national government, emphasizing the Presidency, Congress, and the Supreme Court. Special attention to the political process, parties, pressure groups, and the bureaucracy. *Mr. Miles.*

Gov. 23-1 Classical and Early Modern Political Theory 4 sem. hrs.

The central themes and principles of classical political thought. Christian variations on the classical themes, and the nature of the rationalist break with that thought during the Renaissance and the Enlightenment. Among the philosophers considered: Plato, Aristotle, Cicero, Augustine, Hobbes, Spinoza, Locke, and Rousseau. *Mr. Tollefson.*

Gov. 24-2 Political Theory During the Last Two Centuries 4 sem. hrs.

The main tendencies in political thought during the last two centuries, in particular the underlying principles of the historical, positivist, and existential schools of thought, concluding with an examination of the principles underlying the behavioral and social sciences today. Among the philosophers and thinkers: Hegel, Mill, Marx, Nietzsche, Weber, and Dewey. *Mr. Tollefson.*

Gov. 32-2 International Relations 4 sem. hrs.

The nation state as the unit of international relations; the elements which give substance to the foreign policy of the nation state; the limitations of international law, organization, and opinion on actions of nation states; the essential policies of major powers; problem areas in the present-day world, and problems such as disarmament, atomic energy, and world trade. *Mr. Tollefson.*

Gov. 33-2 Government and Politics in South Asia 4 sem. hrs.

The study of the contemporary political process in India and Pakistan, analyzing the influence of cultural and religious traditions, patterns of imperial dominance, and traditional forms of social organization on their governmental structures. *Miss Gilbert.*

Gov. 34-1 Comparative Political Systems 4 sem. hrs.

An analysis of the different forms of government which have come to predominate in modern Europe: the cabinet, the parliamentary, and the totalitarian. These systems will

be studied with particular reference to Great Britain, France, West Germany, and the Soviet Union, and their applicability to the developing nations discussed. *Miss Gilbert.*

Gov. 40-1 Public Administration 4 sem. hrs.

Basic principles, practices, and problems of administrative organization and management in modern American governmental units. *Mr. Miles.*

Gov. 43-1, 2 Reading and Research Credit to be arranged

Prereq.: consent of the Department.

Open to students in government wishing to do advanced work with a member of the Department. *Members of the Department.*

Special Offerings in Government 43:

Dynamics of Totalitarian Politics: The Soviet System 8 sem. hrs.

A colloquium dealing with the ideology, development, and organization of the Soviet political system. Students will be required to read the major literature in the field independently, meet for periodic in-depth discussion, and submit three selected essays. *Miss Gilbert.*

NSF Study in Comparative Urban Politics 8 sem. hrs.

Simmons College has been awarded a National Science Foundation grant for undergraduate research in comparative urban politics. Students will have the opportunity to study the problems of group integration in city politics, concentrating on the emergence of new classes and groups in these politics and the attempts of established government and municipal leaders to cope with them. Students will conduct field work in the Boston area, while participating in a shared program of selected readings and visiting scholars discussing the same problems in India. A paper comparing the process of group integration in Boston and in an Indian city will be required. *Miss Gilbert.*

Gov. 44-2 Science and Government 4 sem. hrs.

The impact of scientific development on the United States government. Public policy in this area, including personnel, security arrangements, atomic development, and administration, with emphasis on the role of the scientist in politics and the special problems involved in research and development. *Mr. Miles.*

Gov. 45-1 Seminar in Political Parties 4 sem. hrs.

Prereq.: at least one Gov. course, or equivalent in history or sociology.

A seminar for advanced students comparing the organization and functions of political parties in different political systems, in America, in Europe, and in selected states of Asia and Africa. Students will be expected to participate in discussions dealing with the theory of political parties. Students will have the choice of doing independent research or writing essays on selected topics. *Miss Gilbert.*

Gov. 46-2 Theories of Political Change 4 sem. hrs.

Prereq.: consent of the instructor.

A seminar in political change and development concentrating on theories of change in modern and traditional political systems. The ideas of Aristotle, Marx, Weber, Shils, Almond, and Pye, among others, will be discussed. Students will have the choice of doing independent research or writing essays on selected topics. *Miss Gilbert.*

Gov. 48-2 Constitutional Law: The Modern Court 4 sem. hrs.

Analysis of the decisions of the Supreme Court in the last two decades with emphasis

on those cases dealing with civil, political, and social questions. Consideration of the Warren Court and its impact on American government and society. *Mr. Miles.*

Gov. 49-1 American Foreign Policy 4 sem. hrs.

Prereq.: consent of the instructor.

Students will be expected to become familiar with the following matters: the forces in our society that have a significant impact on our foreign policy; the machinery of decision-making in foreign affairs; the rationale of our alliances; and the way in which we seek to use international agencies and institutions. Examination of American policies will include not only what these policies are but also what policy changes might profitably be made. *Mr. Tollefson.*

Gov. 51-1 Seminar in Political Theory 4 sem. hrs.

Enrollment: limited.

Topic to be announced. The student is expected to do research in depth and to present a paper for discussion on some aspect of the subject. *Mr. Tollefson.*

Gov. 52-2 Seminar in International Relations 4 sem. hrs.

Enrollment: limited.

An examination of a political region (i.e., China and its neighbors), an international dispute (i.e., the Arab-Israeli dispute), an international institution (i.e., the United Nations peacekeeping organization), or an issue of international politics (i.e., disarmament). The student is expected to do research in depth and to present a paper for discussion on some aspect of the subject. *Mr. Tollefson.*

Gov. 53-2 Can Cities Be Managed 4 sem. hrs.

Enrollment: limited. Apply to the Department before registration.

Designed as an off-the-record presentation by members of the Mayor's Office of Public Service of some of the major problems facing America's cities and the practical political implications of various alternative courses of action available to the executive branch. There will be one underlying question, "are cities manageable," tied to general areas of inquiry developed from a series of case studies. Specific cases will be drawn mainly from the Boston experience but other cities will be discussed where appropriate. *Mr. Finn, Mr. Hargadon, Mr. Olins.*

Gov. 65-2 Directed Study: Senior Thesis 4 sem. hrs.

Members of the Department.

Faculty

Carroll French Miles, Ph.D. *Professor of Government, and Chairman of the Department of Government*

***Roy Melvin Tollefson, Ph.D.** *Professor of Government*

Irene A. Gilbert, Ph.D. *Assistant Professor of Government*

Daniel J. Finn, S.B., LL.B. *Special Instructor in Government*

Thomas J. Hargadon, A.B., S.M., LL.B. *Special Instructor in Government*

Andrew M. Olins, S.M. *Special Instructor in Government*

Ruth O. Hirsch, A.B. *Secretary for the Departments of American Studies, Economics, Government, and History*

*On sabbatical leave second semester 1972-1973

Department of History

Courses in history, whether they lead to a concentration in the subject or are taken to enrich a general education, prepare for careers as teachers, reference librarians, archival researchers, professional historians, lawyers, or governmental officials. While many of these professional activities require further study in graduate school, others can be entered directly upon receipt of a bachelor's degree. Courses taken individually provide insights into the contemporary world situation and also into the persisting ways of man. Students electing a concentration in history alone may specialize in any one of its various fields. Other students may choose to combine courses in history with those in another department and construct for themselves, either according to pre-established guidelines or independently, a concentration specifically directed toward their particular goals.

Concentration in History

The concentration in history is composed of 28 semester hours of history courses integrated in such a way as to provide academic work in a range of periods, geographical areas, and cultural contexts. Within broad guidelines, the courses may be chosen with a minimum of prescription.

Requirements

American History	8 semester hours
Modern European History	8 semester hours
Ancient or Medieval History	4 semester hours
American, African, or European History	8 semester hours in addition to the above

Beyond the concentration, the student must fulfill the College requirement for 8 semester hours of independent study, 4 of which may be satisfied within the 28 hours of the concentration. Ordinarily, the independent study requirement is fulfilled by concentrators with a course in historiography (either History 197 or 199) and another history course in which a substantial amount of independent study is included. This latter course should be selected in consultation with the course instructor and the student's Departmental adviser. Students must declare how they will fulfill the independent study requirement before the end of their Junior year.

Interdepartmental Concentrations

Students who choose to develop a concentration by combining courses in history with courses offered by another department should discuss their plans early in their college career with their adviser and the chairman of the departments involved. Some combinations have been worked out by the faculty, such as the American Studies concentration. A student may, for example, use this as a model for proposing a personalized concentration in European Studies. Another combined concentration which can be used as a model is that in History-Secondary Education. Other departments which lend them-

selves to such combinations with history are English, Foreign Languages and Literature, Economics, Government, Sociology, and Philosophy. This list is not intended to be restrictive; at the student's initiative, combinations with any department will be evaluated as a possible basis of a concentration. Another possible combination permits fulfilling requirements for the Master of Arts in Teaching degree (see requirements as stated on page 66) along with those leading to the A.B. Although the ordinary expectation is that the MAT requires a fifth year of courses, with careful planning and effective advisement that time may be shortened.

While registration in certain courses is limited, all advanced courses are open to properly qualified undergraduates. Graduate students may, under advisement, elect any course needed to supplement or consolidate their undergraduate curriculum, but courses numbered in the 100's are especially suitable for master's degree candidates.

Honors in History. An honors program is offered to qualified students who are eligible according to the College requirements as designated on page 34. An honors candidate is also required to complete satisfactorily Directed Study: Senior Thesis (History 65). This course, along with a course in historiography, fulfills the College independent study requirement. The honors program, although open to any qualified student who is concentrating in history, is specially recommended to students who intend to pursue their study of history or a related subject in graduate school.

Courses

General Courses

Hist. 13-1 The Dynamics of Revolution (Pre-Twentieth Century) 4 sem. hrs.

An introductory course studying various types of pre-twentieth century revolutions with the objective of establishing useful definitions and methods of analysis; examination in detail of the American, French, and Industrial Revolutions through lectures, discussions, readings, and short papers. *Mr. Halko.*

Hist. 14-2 Revolution in the Twentieth Century 4 sem. hrs.

Analysis of the nature and significance of twentieth-century revolutions. The ideological assumptions of modern revolutionary leadership and other aspects of the revolutionary process will be considered. There will be a mid-term examination and a choice of directed reading with a final examination or an independent study project (which may concern a wide range of movements). *Rev. Morris, Mr. Ogedengbe, Mr. Solomon.*

Hist. 18-1 Europe in a Wider World, 1300-1700 4 sem. hrs.

Late medieval and early modern voyages of discovery and ventures of a mercantile, religious, or political nature leading to the foundation of the first colonial empires. Special attention will be paid to European contacts with non-western cultures and to the importance of trade and religion in stimulating exploration and settlement. *Mr. Bank.*

Hist. 117-1 Historical Geography (Seminar) 4 sem. hrs.

Through readings, field trips, and independent study, an analysis of human interaction with environment in time. Structured half of the semester emphasizes development of eastern Massachusetts from frontier to Megalopolis, theories about geopolitics and the influence of climate, and the history of mapmaking. The independent study phase

involves individual research on any appropriate topic, and group discussions of findings. *Mr. Lyman.*

Hist. 197-1 Historiography: Interpretations of the Past (Seminar) 4 sem. hrs.

Survey and analysis of major examples of historical literature from antiquity to the modern world in an attempt to determine how and why the past became a subject of critical investigation. Emphasis on the development and variety of historical studies in both form and content. *Mr. Bank.*

Hist. 199-2 Historiography: New Strategies (Seminar) 4 sem. hrs.

An inquiry into recent extensions of historical method which enable more precise and fruitful analysis in areas newly of interest to historians (e.g., mass behavior, influence of elites, history of cultural sub-groups). Structured half of the semester includes readings in areas such as the Marxist-Christian dialogues, quantification, team research in contemporary history, and possible alliances with psychology, anthropology, and sociology. The independent study phase involves individual research on any appropriate topic and group discussions of findings. *Mr. Lyman.*

Europe by Period

Hist. 20-1 Ancient Near East and Greece 4 sem. hrs.

A survey of the development of civilization, particularly in Mesopotamia, Egypt, Palestine, and Greek lands. Covers traditional aspects of history, with special emphasis on social, economic, constitutional, and cultural topics. Much class time devoted to interpretation of sources and secondary writings, and to techniques for studying ancient civilizations. *Mr. Lyman.*

Hist. 21-2 Rome and the Late Classical Empire 4 sem. hrs.

A survey of Roman civilization from the foundation to the fall. Covers traditional aspects of history, with special emphasis on social, economic, constitutional, and cultural topics. Much class time devoted to interpretation of sources and secondary writings, and to techniques for studying ancient civilizations. *Mr. Lyman.*

Hist. 22-1 Medieval History 4 sem. hrs.

Selected aspects of medieval civilization, beginning with the fourth and ending with the thirteenth century. Emphasis on social and economic organization. Special attention given to northwestern Europe. *Mr. Lyman.*

Hist. 23-2 Byzantine History, 284-1204 4 sem. hrs.

A study of the Empire, predominantly Greek in language and Orthodox in religion, which emerged from the later Roman Empire and formed a bridge between East and West throughout the Medieval period. Topics: Byzantine institutions and culture; rise of Islam; Byzantium and the "barbarians"; the Orthodox-Catholic schism; impact of the Crusades. *Mr. Bank.*

[Hist. 24-1 The European Renaissance, 1300-1500 Not offered in 1972-73.]

Hist. 25-2 The European Reformation, 1500-1600 4 sem. hrs.

Major trends of sixteenth-century political, religious, and intellectual history. The focus will be on the division of Christendom into Protestant and Catholic camps, but the program of moderate reform, the sectarians, the later Catholic resurgence, and developments in political thought, literature, and the arts will also be considered.

Mr. Bank.

[Hist. 26-1 Extremist Protest in Late Medieval and Early Modern Europe
Not offered in 1972-73.]

[Hist. 27-1 Nineteenth-Century Europe Not offered in 1972-73.]

Hist. 28-2 Twentieth-Century Europe 4 sem. hrs.

A problem-oriented approach to the major issues of this century. Although primary focus is upon Europe, the changing relationships between Europe and the rest of the world also represent an important aspect of the course. *Mr. Hunter.*

Hist. 29-1 The World and the West Since 1800 4 sem. hrs.

A study of the interaction between non-Western and European societies since the industrial era began. Topics include European settlement overseas; European conquest and cultural change; comparative studies in the origins and process of modernization. *Mr. Ogedengbe.*

Hist. 120-2-123-2 Selected Periods in Early European History (Seminars) 4 sem. hrs.

Close investigation of a single period or problem in ancient or medieval history. Following critical discussion of primary and secondary materials, students develop specialized aspects of research projects. *Mr. Lyman.*

Hist. 120-2 Jesus and Josephus (offered in 1976)

Prereq.: Hist. 21, English 30, or consent of the instructor.

Hist. 121-2 Fifth-Century Athens (offered in 1974)

Prereq.: Hist. 20, or consent of the instructor.

Hist. 122-2 Augustine of Hippo (offered in 1973)

Prereq.: Hist. 21, or consent of the instructor.

Hist. 123-2 The Crusades (offered in 1975)

Prereq.: Hist. 22, Hist. 23, or consent of the instructor.

Europe by Topic or Nation

Hist. 30-1 England Since 1688 4 sem. hrs.

Although concentrating on the political and social developments of English history, the course will also survey the British Commonwealth and Ireland in their relationship to England. Particular attention will focus on the important constitutional and economic events which contributed to the rise of the modern social welfare state. *Mrs. Kohlstedt.*

Hist. 32-1 Modern France 4 sem. hrs.

The history of France from the old regime to the present, with emphasis on political, social, and economic institutions and on the changing roles of France in European affairs. *Mr. Hunter.*

Hist. 137-2 Topics in the History of Ideas: Self and Soul — The Emergence of the Individual, 1300-1750 (Seminar) 4 sem. hrs.

Proposing that the autonomous individual, increasingly self-aware and introspective, is a key theme in the development of the modern world, this course will consider the emergence of individuality through a study of representative autobiographies, memoirs, and letters. *Mr. Bank.*

Hist. 138-1 Topics in the History of Ideas: The Age of Erasmus (Seminar) 4 sem. hrs.
Centering on the key figure of Erasmus, erudite humanist and moderate reformer, this course will seek to assess the intellectual and religious ferment in Europe at the close of the fifteenth and the beginning of the sixteenth centuries, on the eve of the crisis of the Reformation. *Mr. Bank.*

United States by Period

Hist. 40-1, 41-2 History of American Civilization, I and II 4 or 8 sem. hrs.

Offered as a year course; or either half may be taken separately.

History 40: Development of the democratic spirit and of American political and social institutions from the eighteenth century through the Reconstruction period. *Mr. Halko, Rev. Morris.*

History 41: Beginning with a consideration of implications of Reconstruction, the course will survey major economic problems in the new industrial age, the role of minorities in shaping urban development, the liberal spirit of reform, and the rise of America to world power. *Mrs. Kohlstedt.*

Hist. 43-2 United States Colonial History 4 sem. hrs.

The European background of the migrations to America, the settlement of the thirteen colonies, their internal development and growth, the role they played in the British Empire, and the forces leading to the outbreak of the Revolution in 1776. *Mr. Halko.*

Hist. 46-2 Civil War and Reconstruction 4 sem. hrs.

An examination of those forces and persons that brought about the Civil War. Also, a study of the literature of the period and some historical perspectives on the aftermaths of war and reconstruction. Political and social, as well as economic, factors will be considered. *Rev. Morris.*

Hist. 145-1 America Before the Revolution, 1760-1776 (Seminar) 4 sem. hrs.

Prereq.: Hist. 40 and 43, or consent of the instructor.

An investigation by the students of the interpretational literature on the causes of the American Revolution. Readings in primary and secondary sources analyzed in discussions and short papers. *Mr. Halko.*

United States by Topics

Hist. 51-2 American Constitutional History, 1789 to the Present 4 sem. hrs.

Prereq.: Hist. 40, 41, or consent of the instructor.

The development of American law as reflected in historical judicial decisions. Traces the history of the Supreme Court through the major crises of American history, state-rights versus nationalism in the nineteenth century, and human rights and civil liberties in the twentieth. *Mr. Halko.*

Hist. 52-1 Race and Society 4 sem. hrs.

An historical analysis of racism in America and the development of race relations.

Race and the ideology of racism will be examined within the framework of black-white power relations, the conditions of black life and movement, and the ideas and practices of white leaders, movements, and institutions. There will be a mid-term or optional oral report and a final examination. *Mr. Solomon.*

Hist. 54-1 The Great Depression 4 sem. hrs.

Prereq.: Hist. 40 and 41 or consent of the instructor.

An examination of the intellectual and social movements of the 1930's. The politics of the New Deal, along with literary and intellectual currents will be considered. Films,

records, and eye-witness accounts of the depression will be utilized. There will be a mid-term examination or an optional oral report and a final examination. *Mr. Solomon.*

Hist. 55-2 Social Forces in American History 4 sem. hrs.

An examination of the impact of dissenting social movements upon American historical development. The labor movement, aspects of the women's rights movement, dissenting political movements, and youth protest will be considered in terms of their ideologies and impact upon the larger society. There will be an opportunity for self-directed workshops. Readings will consist of original documents and recent analytical works.

Mr. Solomon, Mrs. Lyman.

[Hist. 56-2 Strategies Toward Freedom Not offered in 1972-73.]

Hist. 57-1 Women in American History 4 sem. hrs.

An analysis of women's economic and social roles from colonial times to the present as well as an analysis of politically-oriented women's rights movements and recurring feminism. Each student will research a topic in depth and discussion will center on developing a historiography of women in America. *Mrs. Kohlstedt.*

Hist. 58-2 History of American Science and Technology 4 sem. hrs.

Survey of basic and applied science from the colonial period to the 1960's. Emphasis on the development of science and on its institutionalization, as well as on the impact of scientific thought on American culture. *Mrs. Kohlstedt.*

[Hist. 142-2 The Problem of Liberty: Europe and America in the Seventeenth and Eighteenth Centuries (Seminar) Not offered in 1972-73.]

Hist. 143-2 The Puritans (Seminar) 4 sem. hrs.

Prereq.: Hist. 43.

An analysis of the varying historical responses to Puritanism, ranging from the warmly approving to debunking, as presented by writers from the nineteenth century to the present. A major research paper will be required of each student. *Mr. Halko.*

Hist. 152-2 Du Bois (Seminar) 4 sem. hrs.

Prereq.: Hist. 52, 56, 59, or 159.

An intensive study of the life and writings of W.E.B. Du Bois and the impact of his work upon the main currents of black thought and movements in the twentieth century. Readings will be drawn from the rapidly expanding published literature. An analytical research paper or an oral examination will be required. *Mr. Solomon.*

Hist. 153-2-155-2 Perspectives on Nineteenth-Century America (Seminars) 4 sem. hrs.

Prereq.: consent of the instructor.

A series of seminars dealing with a discrete period within, or a particular problem relating to, the general period. Its purpose is to help students develop a critical approach to primary and secondary materials as a foundation for individual research projects. Topics will vary. *Mrs. Kohlstedt.*

Hist. 153-2 Women in the Progressive Era

An in-depth inquiry into the role, status, and goals of American women during this period. Particular attention will be given to the Progressive social and political activities, the suffrage movement, and new career professionals. Much of the work will be with primary sources and each student will research a major paper. (Spring 1973).

Hist. 154-2 European Views of America

A study of European travellers in America as one key to national identity and international awareness. (Spring 1974).

Hist. 155-2 Science and the New Industrial Age

A review and analysis of the roles played by science and technology as respondents to and participants in the advance of American industrial development. (Spring 1975).

[Hist. 156-1 Civil War to World War I (Seminar) Not offered in 1972-73.]

Hist. 158-1 The Recent Past in America, 1945-Present (Seminar) 4 sem. hrs.

Prereq.: work in a chronologically appropriate course in American history or literature or consent of the instructor.

An analysis of the social, intellectual, and cultural currents of post-World War II America. The consequences of the war, the Bomb, McCarthyism, the estrangement and dissent of the sixties will be considered. Works of fiction, drama, and political and social criticism will be examined. Each student will present a report on an aspect of the course and take a final oral examination. *Mr. Solomon.*

Hist. 159-1 Experience Black (Seminar) 4 sem. hrs.

Prereq.: consent of the instructor.

An historical examination of the place of the Negro in American society from colonial times to the present. Consideration will be given to the presentation of the role of blacks in the writing and disseminating of American history. Special consideration will be given to the society's view of, and its reaction to, the Negro's presence and the Negro's response to his "peculiar" circumstance. *Rev. Morris.*

Africa**Hist. 71-2 History of Sub-Saharan Africa 4 sem. hrs.**

Introduction to the study of African civilization from the early Christian era to the present. Deals with a broad introduction to the ethno-historical culture of the African continent with special emphasis on the analysis of historical developments in the various regions of the continent, and the contributions of black Africa to the development of modern civilization of the western world. *Mr. Ogedengbe.*

Hist. 171-2 African History: Movements of Resistance to Colonial Rule (Seminar)

4 sem. hrs.

Prereq.: consent of the instructor.

An intensive study of the spontaneous movements of resistance of selected sub-Saharan African peoples to initial European occupation and rule over the 50-year period between 1880 and 1930. Lectures, papers, and discussions. *Mr. Ogedengbe.*

Hist. 173-1 African Studies: Slavery and Deprived Status in Traditional and Colonial Africa (Seminar) 4 sem. hrs.

Prereq.: consent of the instructor.

A comparative study of slavery and deprived status in traditional and colonial African societies. The general focus will be on the interpersonal relationship between the higher and lower classes in such institutions as serfdom, forced labor, and political and social deprivation. *Mr. Ogedengbe.*

Hist. 60-1, 2 Individual Study 4-8 sem. hrs.

See page 36. Especially recommended for MAT students. *Members of the Department.*

Hist. 65 Directed Study: Senior Thesis 8 sem. hrs.

Prereq.: Hist. 197 or 199 and consent of the Department.

Required for honors candidates in history. Includes a Senior thesis and a comprehensive examination. *Members of the Department.*

Inter-Institutional Courses (Offered at Emmanuel College)

(Simmons students may consider these courses to be offered by Simmons.)

Hist. 39-1 History of Soviet Russia 4 sem. hrs.

Special emphasis on the development of Russian Marxism and the role of the intellectual in Soviet society, the process of industrialization and its socio-political effects, and Soviet foreign policy through the Khrushchev era. *Mrs. Herzstein.*

Hist. 81-1 European Intellectual History: From Voltaire to Marx 4 sem. hrs.

This course will concentrate on the major currents of thought in Europe from the early eighteenth century through the revolutions of 1848, including the Enlightenment, Romanticism, conservatism, liberalism, socialism, and the early Marx. *Mrs. Herzstein.*

Hist. 82-2 European Intellectual History: From Marx to Sartre 4 sem. hrs.

The focus of this course will be the second half of the nineteenth century through the post-World War II era, and will include the study of Marx and his revisionists, positivism, Darwinism, Nietzsche, Freud, estheticism, and existentialism. *Mrs. Herzstein.*

Hist. 83-2 History of the Cold War 4 sem. hrs.

An intensive study of the origins and development of the Cold War to the present. Emphasis on the primary sources and the various schools of interpretation. *Mrs. Herzstein.*

Hist. 86-1 America's Response to War: the Eighteenth and Nineteenth Centuries

4 sem. hrs.

An examination of the martial spirit in America as seen through the lives of government and civilian institutions and of the American people. *Dr. Cusack.*

Hist. 87.2 America's Response to War: the Twentieth Century 4 sem. hrs.

An examination of the martial spirit in America as seen through the lives of government and civilian institutions and of the American people. *Dr. Cusack.*

Interdepartmental Courses

Amer. St. 190-1 Problems in American History and Literature: Boston in the Nineteenth Century 4 sem. hrs.

See page 156 for description. Administered jointly by the Departments of English and History. *Mrs. Kohlstedt, Mr. Sterne.*

Ed. 174-2 Curriculum and Methods in the Secondary School Teaching of History and Social Studies 4 sem. hrs.

See page 65 for description. Administered jointly by the Departments of Education and History. *Mrs. Lyman.*

Ed. 107-1, 2 History of American Education 4 sem. hrs.

See page 61 for description. Administered jointly by the Departments of Education and History. *Mrs. Lyman.*

Ed. 274-1 The Teaching of History and Social Studies (Secondary School) 4 sem. hrs.
See page 65 for description. Administered jointly by the Departments of Education and History. *Mrs. Lyman.*

Black Studies 10, 11 Introduction to Black Studies 4 sem. hrs each semester

See page 159 for description. *Rev. Morris, Mr. Ogedengbe, Mrs. Kilson, and other members of the faculty.*

Faculty

John Cleary Hunter, Ph.D. *Professor of History, and Chairman of the Department of History*

William Frederick Kahl, Ph.D. *Professor of History*

Henry James Halko, Ph.D. *Professor of History*

Richard Bardwell Lyman, Jr., A.M. *Assistant Professor of History*

Mark Ira Solomon, A.M. *Assistant Professor of History*

Bruce H. Bank, Ph.D. *Assistant Professor of History*

Calvin S. Morris, A.M., S.T.B. *Assistant Professor of History and Coordinator of the Black Studies Program*

Kingsley Ogedengbe, Ph.D. *Assistant Professor of History*

Sally Gregory Kohlstedt, M.S. *Instructor in History*

Ruth O. Hirsch, A.B. *Secretary for the Departments of American Studies, Economics, Government, and History*

Department of Home Economics

The Department of Home Economics offers undergraduate concentrations in preparation for a variety of positions open to the college graduate professionally trained in home economics, or for graduate work in any of the areas of home economics.

Students who are interested in teaching, in community-extension service, in the business field, or in graduate study in home economics education or clothing or textiles are advised to follow the concentration in home economics education or consumer services. Those who wish to work with young children in nursery schools or day-care centers, or who expect to pursue graduate study in child development, should follow the concentration in child development. The concentration in dietetics and foods and nutrition is planned for students who are interested in the profession of dietetics, the field of public health nutrition, or graduate study in foods and nutrition.

Students who pursue any one of the concentrations in home economics may combine it with a meaningful sequence of courses in any other area of study offered in the College. For example, a concentration in home economics may be combined with courses in art, economics, education, management, modern language, philosophy, psychology, publication, science, or sociology, or combinations of several of these. Those who are interested in working in other countries, particularly in the developing countries of the world, should consider the need for fluency in at least one language other than English.

Graduate study in one or more of the subject-matter fields in home economics is required for teaching in junior and senior colleges. Students interested in college teaching may prepare for graduate school by following any one of the undergraduate concentrations in the Department of Home Economics, depending on their subject-matter interest.

The courses in the concentrations in home economics are listed according to their normal sequence.

Concentration in Home Economics Education or Consumer Services

Requirements

Home Economics 23	Foods
Home Economics 20	Clothing
Home Economics 35	Child and Adolescent Growth and Development
Home Economics 30	Tailoring, or Home Economics 33 Advanced Foods
Home Economics 34	Home Management
Home Economics 21	Textiles
Home Economics 25	Nutrition
Home Economics 47	Consumer Education
Home Economics 57	Family Relations

Required Individual Study. For students wishing to qualify as teachers of home economics or for community-extension programs:

Home Economics 55 Student Teaching and the Individual Study in Home Economics

For students interested in careers as home economists in business:

Home Economics 59 Field Experience in Home Economics
or

Home Economics 60 Individual Study in Home Economics

Prerequisite. Students taking the concentration in home economics education or consumer services should take Chemistry 10, Chemistry 20, and Biology 13 before taking or concurrently with Home Economics 23 and 25.

Recommendations. A student who wishes to qualify for teaching home economics in junior or senior high school is advised to complete at least 4 semester hours in psychology; and at least 6 semester hours in education, of which 4 shall be Curriculum and Methods in the Teaching of Home Economics (Home Economics 54). Additional courses in education may be necessary in order to meet certificate requirements in some states. It is recommended that electives include study in art and design.

The student interested in community-extension service should follow this concentration, including the recommended study in chemistry, biology, psychology, and education. Consideration should be given to electives in art and design and house planning.

Those who are interested in careers as home economists in business — with advertising agencies, magazines and newspapers, equipment, food, and utility companies, and test kitchens — may combine the concentration in consumer services with courses in management, publication, and chemistry. Election of 8 to 12 semester hours in one or more of these subject-matter areas is recommended. In addition, consideration should be given to electives in art and design, economics, demonstration techniques, and experimental foods.

Concentration in Child Development

Students who complete this concentration are prepared to work with young children in public and private pre-school programs, hospital recreation programs, day-care centers, and government-sponsored and community-action programs. With advanced study they may work with children who have special needs, such as the emotionally disturbed, handicapped, and retarded.

Students who are interested in teaching in public kindergarten may combine this concentration with courses in elementary education, or they may combine a concentration in elementary education with courses in child development. Student teaching experience in nursery school and in public kindergarten is arranged cooperatively by the Departments of Education and Home Economics.

Requirements.

Home Economics 23 Foods

Home Economics 22 Design

Home Economics 35 Child and Adolescent Growth and Development

Home Economics 38 Early Childhood Programs: Methods and Materials

Home Economics 39 Field Study Seminar in Early Childhood Education

Home Economics 25 Nutrition
Home Economics 57 Family Relations

Required Seminar:

Home Economics 49 Field Experience and Seminar in Child Development

Prerequisite. The concentration in child development assumes completion of at least one semester of general biology (Biol. 13).

Recommendations. It is recommended that students in this concentration elect Children's Literature (Education 166) and 16 to 20 semester hours in psychology and sociology.

Concentration in Dietetics and Foods and Nutrition

Career opportunities in dietetics include positions in hospitals, outpatient clinics, city and state health departments, schools of nursing (teaching dietetics), college and school food services, and industrial and commercial organizations.

Positions in business, laboratories, and public health agencies are available to the young woman whose undergraduate preparation has emphasized foods, nutrition, and the biological sciences. In some cases, a year of graduate study is required in order to become qualified for these fields.

Students who plan to apply for a dietetic internship accredited by the American Dietetic Association should take the following program:

Home Economics 23 Foods
Home Economics 25 Nutrition
Home Economics 33 Advanced Foods
Home Economics 43 Experimental Foods
Home Economics 45 Advanced Nutrition
Home Economics 46 Therapeutic Nutrition
Home Economics 52 Quantity Food Administration

In addition to these, the following science courses are required and should if possible be completed by the end of the second year:

Chemistry 10 General Chemistry
Chemistry 20 Organic Chemistry
Chemistry 21 Biochemistry
Biology 13 Vertebrates
Biology 21 Microbiology
Biology 34 Physiology

The following courses are also required and may be taken at any time:

Education 105 Philosophy of Education
or
Psychology 20 Introduction to Psychology
Management 27 Administrative Management and Organizational Theory
Management 56 Personnel Principles and Policies
Management 57 Labor Relations

Required Individual Study or Seminar. The degree requirement of 8 hours individual study or senior seminar may be met by H.Ec. 52, any seminar offered by the Department, individual study or field work, or an appropriate seminar in another department approved by the Department of Home Economics.

Recommendations. A student interested in careers in Quantity Food Administration and Management is advised to elect more courses in Management.

A student interested in medical and metabolic nutrition is advised to take more courses in Biology and Chemistry.

Students who plan to major in Foods and Nutrition should take the following program:

Home Economics 23	Foods
Home Economics 25	Nutrition
Home Economics 33	Advanced Foods
Home Economics 43	Experimental Foods
Home Economics 45	Advanced Nutrition
Home Economics 46	Therapeutic Nutrition
Chemistry 12	Principles of Chemistry
Chemistry 20	Introduction to Organic Chemistry
Chemistry 21	Introduction to Biochemistry
Biology 13	Vertebrates
Biology 21	Microbiology
Biology 34	Physiology

Required Individual Study. The degree requirement of 8 hours of individual study may be met by any seminar offered by the Department, or individual study or field work or an appropriate seminar in another department approved by the Department of Home Economics.

Recommendations. Students considering a concentration in Dietetics and Foods and Nutrition are advised to take

Home Economics 56	Public Health Nutrition
Home Economics 35	Child and Adolescent Growth and Development
Home Economics 47	Consumer Education
Biology 15	Biology of Plants
Biology 36	Genetics and Evolution

Students who plan to pursue graduate study in Nutrition should include in their undergraduate preparation

Mathematics 10	Calculus I
Mathematics 30	Statistics
Physics 10	Introduction to Physics

Courses (Undergraduate)

H. Ec. 10-2 Home Economics for Contemporary Living 4 sem. hrs.

Building upon the base of individual and family or other group living in a community, this course deals specifically with their maintenance and growth; includes housing, health, family finance, nutrition, foods, child development, textiles and clothing, and management and decision making. *Miss Bevacqua and members of the Department.*

H. Ec. 18-1, 2 Clothing and Man 4 sem. hrs.

Social-psychological aspects of clothing including motivation, symbolism, conformity, individual values and attitudes. Fashion as a social and economic force is considered with its influences on production, distribution, and consumption of textiles and clothing. The role of the consumer, buying habits and practices, emphasizing recognition of clothing quality and workmanship including fiber, fabric, and garment construction. *Miss Brokvist.*

H. Ec. 20-1, 2 Clothing and Design 4 sem. hrs.

The adaptation of standard patterns to individual proportions, flat pattern designing, and application of principles of design and construction in making garments. A critical study of aesthetic principles in relation to clothing. *Miss Brokvist.*

H. Ec. 22-1 Design 4 sem. hrs.

Developing visual sensitivity. Appreciation of design elements in contemporary environment, including architecture and industrial and interior design. Illustrated lectures and discussions, field trips, and creative work combine to increase responsiveness to contemporary art. Opportunity for individual study in specific areas of interest. *Mrs. Tarlow.*

H. Ec. 23-1, 2 Foods 4 sem. hrs.

Application of scientific principles to food preparation. Meal management as influenced by food costs, nutritive and aesthetic values, available time, and sociological patterns. *Mrs. Dugger.*

H. Ec. 25-1, 2 Nutrition 4 sem. hrs.

The fundamentals and recent developments in the science of nutrition as they relate to food selection and to the needs of individuals and groups; the relation of nutrition to health. Readings in scientific sources. *Mrs. Abbott.*

H. Ec. 30-2 Advanced Clothing and Design 4 sem. hrs.

Fundamentals of clothing design terminating in the design and construction of tailored suits and coats. Custom tailoring techniques. *Miss Brokvist.*

H. Ec. 33-1, 2 Advanced Foods 4 sem. hrs.

Prereq.: H. Ec. 23.

Critical analysis of recent developments in food production, preservation, and preparation; including economic, scientific, aesthetic, and sociological implications. An appraisal of world food patterns. Laboratory emphasis on professional standards and procedures for evaluating food products. Selected reading. Independent project in area of specific interest. *Mrs. Dugger.*

H. Ec. 34-1, 2 Home Management 4 sem. hrs.

Philosophies of management and utilization of family resources as related to stages of the family life cycle; housing and household equipment. Taped case studies and independent research. *Miss Bevacqua.*

H. Ec. 35-1, 2 Child and Adolescent Growth and Development 4 sem. hrs.

Prereq. or concurrent: Psych. 20.

The development of the child from conception through adolescence. The significance of physical, social, emotional, and intellectual growth and development, and the importance of early events, in the development of a mature personality. Experience with young children provided by observation in the Simmons College Child Study Center. *Mrs. Heller.*

[**H. Ec. 36-1 Field Experience in Home Economics Education 2 sem. hrs.** Not offered in 1972-73.]

Teaching in a settlement house in the vicinity of Boston one afternoon each week during the semester. Weekly group conferences for organizing and discussing teaching materials and techniques, class activities, and the influence of family life on the personality development of children. Individual conferences on teaching problems.

[H. Ec. 37-2 Demonstration Techniques 4 sem. hrs. Not offered in 1972-73.]
Observation, discussion, and presentation of food demonstrations. Emphasis on effective techniques.

H. Ec. 38-1 Early Childhood Programs: Methods and Materials 4 sem. hrs.

Prereq.: H. Ec. 35 and consent of the instructor.

Principles of program planning for young children. Planning, preparation, and evaluation of materials — graphic and plastic arts, music, science and nature, literature, creative dramatics, play equipment — and an understanding of how these media contribute to a child's growing awareness of his environment and to his continued development. Experience with young children provided by observation and participation in the Simmons College Child Study Center or other field experience. *Mrs. Heller.*

H. Ec. 39-2 Field Study Seminar in Early Childhood Education 4 sem. hrs.

Prereq.: H. Ec. 35, 38, and consent of the instructor.

A critical evaluation of existing programs for young children in regard to philosophy, facilities, teaching styles, and program management. Weekly seminar on individual observations made in programs in the area: Montessori, day care, Headstart, schools for the handicapped, suburban and urban schools. *Mrs. Heller.*

H. Ec. 43-2 Experimental Foods 4 sem. hrs.

Prereq.: Chem. 13 or 20 and H. Ec. 33.

Physical and chemical factors affecting the quality of cooked food, including analysis of standard recipes and procedures. Review of recent research in foods. Independent research projects.

H. Ec. 45-1 Advanced Nutrition 4 sem. hrs.

Prereq.: Biol. 34, Chem. 21, H. Ec. 25, or consent of the instructor.

Metabolic fate of nutrients. Analysis of dietary criteria. Nutrition histories. Physiological and socioeconomic causes of primary nutritional failure. Assessment of nutritional status. *Mrs. Abbott.*

H. Ec. 46-2 Therapeutic Nutrition 4 sem. hrs.

Prereq.: H. Ec. 45 or consent of the instructor.

Nutritional aspects and dietary treatment of the hospitalized and the ambulatory patient. Dietary calculations. Special feeding methods.

H. Ec. 47-1, 2 Consumer Education 4 sem. hrs.

Exploring relevant problems of contemporary consumers including behavior, financial management, market selection, credit, and legislative protection. *Miss Bevacqua.*

H. Ec. 49-1, 2 Field Experience and Seminar in Child Development 8 sem. hrs.

Prereq.: H. Ec. 38 and consent of the instructor.

Observation and teaching experience in early childhood programs; communicating with young children and handling individual and group problems. Teaching experience arranged, according to the special interests of students, in the Simmons College Child Study Center, day-care centers, hospitals, and other schools. Seminar supplements and evaluates varied teaching experiences and provides intensive study of children. Individual research and conferences. *Mrs. Heller.*

H. Ec. 51-2 Housing and Interior Design 4 sem. hrs.

A survey of housing from the aesthetic, historical, and sociological point of view. Indi-

vidual house planning, urban housing, interior and environmental design. Independent creative and/or study projects. *Mrs. Tarlow.*

H. Ec. 52-1 Quantity Food Administration 4 sem. hrs.

Prereq.: H. Ec. 23 and 25 or consent of the instructor.

Quantity food production and purchasing; selection and maintenance of equipment; layouts. Analytic approach to problems of food service administrators. Field trips to wholesale markets; food purveyors; kitchens and dining halls in colleges, hospitals, hotels, restaurants, and school lunchrooms. Weekly seminar. Cost of transportation and meals when on field assignments, approximately \$30.

H. Ec. 54-1 Curriculum and Methods in the Teaching of Home Economics 4 sem. hrs.

Enrollment: limited to students following the concentration in home economics education. Students enroll concurrently in H. Ec. 55.

Before student teaching (*Home Economics 55*), methods of selecting, organizing, and evaluating learning experiences in the teaching of home economics in junior and senior high schools; seminars on home economics in vocational and adult education, the professional role of the home economist, and individual teaching problems. *Mrs. Gawne.*

H. Ec. 55-1 Student Teaching and Individual Study in Home Economics 8 sem. hrs.

Enrollment: limited to students enrolled concurrently in H. Ec. 54.

Six weeks' teaching in junior and senior high schools near Boston. Planning experiences for boys and girls in foods and nutrition, clothing, home management, child study, consumer education, and personal and family relations; directing other school activities. Individual study of one issue of contemporary education related to home economics. Cost of transportation to cooperating centers, approximately \$70. *Mrs. Gawne.*

H. Ec. 56-2 Introduction to Public Health Nutrition 4 sem. hrs.

Prereq.: H. Ec. 25 and 33 or equivalents, and consent of the Department. Offered only if there is sufficient demand.

The role of nutrition in such public health programs as maternal and child health, school health, chronic disease, and gerontology. An explanation of the functions and interrelationships of members of the public health team: medical health officer, public health nurse, health educator, sanitarian, and nutritionist. Field experience in health agencies at state and local levels. Cost of transportation for field assignment, approximately \$15.

H. Ec. 57-2 Family Relations 4 sem. hrs.

Enrollment: open to all second-, third-, and fourth-year students.

Introduction to cross-cultural family study, characteristics of the American family today, challenges and problems of various family developmental stages with special emphasis on factors basic to successful family living. Independent exploration of two topics of special interest.

H. Ec. 59-1, and/or 2 Field Experience in Home Economics 4 sem. hrs. in either or both semesters.

Prereq.: consent of the Department.

Individual field experience in one of the areas of home economics. *Members of the Department.*

H. Ec. 60-1, 2 Individual Study in Home Economics 4-8 sem. hrs.

Prereq.: consent of the Department.

Individual study in one of the areas of home economics. *Members of the Department.*

H. Ec. 62-2 Seminar in Nutrition 4-8 sem. hrs.

An examination of the multifactorial nature of malnutrition in certain underdeveloped countries. The use of local foods and unusual sources of food. The student is expected to do research in depth and to present a paper for discussion on some aspect of the subject. *Mrs. Abbott.*

Graduate Programs

Program in Home Economics Education

The part-time graduate program in Home Economics Education, leading to the Master of Science degree, is designed especially for teachers, although others meeting admission requirements may be accepted. The plan for the degree program includes a minimum of 38 semester hours, 4 to 8 of which may be devoted to a thesis. The equivalent of one academic year (32 semester hours) must be completed at Simmons College. The maximum load is ordinarily 8 semester hours per summer. Graduate courses, carrying either 2 or 4 semester hours' credit, are offered in the late afternoon during each semester of the academic year. Six semester hours of graduate study may be completed in a school of education during the academic year or summer session. Preliminary approval for this study should be secured from the Director of the Graduate Program in Home Economics Education. All requirements for the degree must be completed within a period of eight years. In planning individual programs, consideration is given to previous preparation, experience, and interests of the student.

Admission. A baccalaureate degree in home economics from an accredited college is required for admission. College work should have included a minimum of one year, or 32 semester hours, in home economics. In certain circumstances, applicants whose undergraduate preparation has been in fields other than home economics may be considered. Additional work is then required to make up for undergraduate deficiencies, the specific courses and total credits being determined individually.

Requirements

Areas of Study

6 sem. hrs. in Professional Education

8 sem. hrs. in Home Economics Education

4 sem. hrs. in each of the following areas:

Art, Textiles, Clothing

Foods and Nutrition

Family Living and Child Development

Family Economics, Home Management, and Equipment

Remainder selected from field of major interest or need.

Graduate students are expected to maintain an average academic record of B— or better.

Application. All applications with supporting documents should be filed by June 1 for admission to the summer session; by September 1 for admission

to first semester courses; and by January 4 for admission to second semester courses. Application forms and bulletins of information, including course descriptions, may be obtained from the Chairman of the Department of Home Economics.

Faculty

Diana Ballin Abbott, A.M., M.P.H. *Associate Professor of Nutrition, and Acting Chairman of the Department of Home Economics*

Eleanor Jerner Gawne, Ed.D. *Professor of Home Economics Education*

Katherine Mary Bevacqua, M.S., M.Ed. *Assistant Professor of Home Management*

Eva King Dugger, M.S. *Instructor in Foods and Nutrition*

Elaine Heller, M.Ed. *Instructor in Child Development and Director of the Child Study Center*

Cynthia Brokvist, M.S. *Instructor in Clothing*

Lorraine Mary Jacoby, A.M. *Special Instructor in Quantity Foods*

Marilyn Weinstein Tarlow, M.F.A. *Special Instructor in Design*

Theresa H. Doyle *Laboratory Assistant*

Joan W. Eldredge, A.B. *Secretary of the Department of Home Economics*

Associates

Lucile Bridges, A.M. *Associate in Public Health Nutrition*

Executive Director, New England Dairy and Food Council, Boston

Elizabeth Kingsbury Caso, M.S., M.P.H. *Associate in Public Health Administration*

Office of Planning, Dept. of Public Health, Commonwealth of Massachusetts

Marion Louise Cronan, A.M. *Associate in Home Economics*

Director of Homemaking, Public Schools of Brookline

Jane Deckert *Associate in Institutional Administration*

Peter Bent Brigham Hospital

Louise Hatch, S.B. *Associate in Hospital Dietetics*

Director, Dietary Department and School of Dietetics, Massachusetts General Hospital, Boston

Lucille Hayes, M.S. *Associate in Home Economics Education*

Assistant Director of Home Economics, Boston Public Schools

Costa Leodes, M.A. *Associate in Child Development*

Educational Consultant, Cambridge Mental Health Association, Boston

Margaret Mary McPherson, S.B. in Ed. *Associate in Business Home Economics*

Director, Home Service Department, Boston Gas Company

Madge Louise Myers, S.M. *Associate in Public Health Nutrition*

Chief, Frances Stern Food Clinic, New England Medical Center Hospitals, Boston

Urban Home Economics Program

The Urban Home Economics Program is intended primarily for women from inner-city areas who are presently working in para-professional and sub-professional positions in the field of home economics. Supported by grants from The Commonwealth of Massachusetts and Carnegie Corporation, the objective of the program is to prepare these women for a baccalaureate program through a specially devised curriculum and field work as well as to enable them to work in poor urban communities on a professional level in the fields of home economics, home management, dietetics, and teaching.

The object of the Program is to design for these women a special curriculum in home economics as a starting point in higher education. Upon completion of the required courses, students may apply for admission to degree candidacy through Continuing Education.

With permission of the program Director, regular Simmons undergraduates will be allowed to enroll in Urban Home Economics courses for credit.

Courses

Food U. 23

The basic principles of food selection, preparation, and purchasing will be presented with special emphasis on the needs of the urban family for improved knowledge of nutrition through foods. Discussion around use of donated foods, home care, and the effects of hunger will be offered. *Mrs. Thorpe.*

Nutrition U. 25

The basic principles of nutrition and how to apply such principles realistically to serve low-income urban families will be discussed along with methods and techniques to be used in the selection and preparation of foods for ethnic and cultural groups, while conserving the nutritive values. Studies and discussion of Federal, state, and city agencies presently involved in nutrition for low-income families. *Mrs. Brown.*

Home Management U. 34

A study of administration of the urban home. Presentations will be made of pressures which cause poor home management; and uses in which urban families can utilize all of their non-financial resources. The course will cover the design for living in small, multi-unit apartment buildings; time buying; energy, knowledge, interest, skills, and attitudes of family members and community agencies. Birth control will be discussed, and some sensitivity sessions will be held.

Child and Adolescent Growth and Development U. 35

The physical, social, emotional, and intellectual development of the child from birth through adolescence, with emphasis on individual interpretations by differing sub-cultures. *Mrs. Heller.*

Consumer Education U. 47

A study of the issues and resolutions of consumer education as encountered by the urban resident. The course will cover Government agencies and laws, dealing with consumer

rights; budgeting; augmenting salaries; comparative and selective buying; economic development in poor communities. Attention will be given to the urban dweller as a consumer of social, educational, and health services with inspections of the sources of funds set up to meet these needs. *Mrs. Matthews.*

The Urban Family U. 57

Effect of social forces on family relations, development of children, prenatal development in black, Spanish-speaking, and poor white families. Study of research projects done on the black/poor family and examination of the research findings and statistics as they influence the black/poor families' life style, motivation, and opportunities. Close scrutiny as to the impact such findings have on fundings in and for the urban communities. Role of the home economist in planning and implementing relevant and effective urban programs. *Miss Hamilton.*

Urban Sociology U. 37

An examination of how individuals and groups have adapted to life in urban areas and ways in which governmental representatives and social scientists have attempted to facilitate this adaptation, i.e., urban social programs. The class will be expected to design and present a task force report dealing with some aspect of urban sociological phenomenon. This will necessitate contacts with those involved in urban programs as well as intensive examination of representative urban programs. *Miss Hamilton.*

Preparatory English U. 01

Designed to develop and improve basic communication skills, using the major literary forms. The first semester is devoted to the mechanics of grammar and punctuation, paragraph structure, and logical arrangement of ideas. The second semester stresses the critical analysis of literature, creative writing, and comparison of genres. *Mrs. Hull.*

Faculty

Amanda V. Houston *Director of the Urban Home Economics Program for Continuing Education*

Shirley Z. Brown, B.S. *Special Instructor in Nutrition*

Beverly Hamilton, M.S.W. *Special Instructor in Sociology and the Urban Family*

Helen B. Hull, A.B. *Special Instructor in English*

Yvonne Matthews, S.B. *Special Instructor in Consumer Education*

Lucy W. Thorpe, B.S. *Special Instructor in Foods*

Barbara Ann Lollis *Secretary for the Urban Home Economics Program*

Department of Management

For every career there is a business associated with it. A thorough understanding of management concepts and applications can prepare the student to meet challenges on all fronts — personal, social, and professional.

The flexibility inherent in the Department of Management curriculum encourages students to explore their own interests and aptitudes, then develop them through a program of study that points to specific career goals. This flexibility means that programs can be established along conventional lines or can be loosely structured, depending upon the goals of the students.

The Management department, because of this flexibility and its diverse course offerings, prepares women for many varied careers and graduate school (see below). This preparation is further enhanced by the availability of internship experiences.

Concentration in Management

Management refers to the directing, supervising, or implementing of the affairs of both profit and non-profit organizations. The intellectual challenge of management comes from the need to apply and adapt theories of the general disciplines to specific theories, concepts, and applications peculiar to the process of managing.

Principle I — Breadth: All students of management should begin their studies by developing a broad base in the three theoretical and applied areas of management: the analytical, the behavioral, and the conceptual. Every concentrator in management takes the following courses to fulfill the breadth requirement: Financial Accounting, Dynamics of Management, and Business and Its Environment. The student also takes a year of Economics (Economics 21 and 22) as a foundation for understanding the economic environment in which management decisions are made. The work in the Department is climaxed by 8 semester hours of work in internship, independent study, or seminar experience at the Senior level.

Principle II — Depth: Management is a broad field. Therefore, all students are expected to select a special field within which they achieve a depth of knowledge in that field, through a carefully planned sequential program (see below.) The student would take 20 to 24 semester hours of courses, selected in consultation with her adviser, to achieve her academic goal. These courses could be selected from many disciplines depending on their relevance to her career.

Principle III — Theory and Application: All educational work in the field of management should span the distance between theory about the operations of any organization and the ways in which a manager can effect changes in them. In the study of management, students must learn not only theory but also application. Therefore, a student's program of concentration in management should include a careful balance of course work and internship which enables

her to test theory in the real practice of management. She is also provided with sufficient exposure to actual organizations so she may formulate her own personal theories about the process of management as she observes it in present practice. It is the tension that exists between theories of the ideal and practices of the real that provide the student with the opportunity for challenge and creativity in a career in management.

Requirements

Prerequisite: Economics 21 and 22 Principles of Economics
Management 20 Financial Accounting
Management 27 Dynamics of Management
Management 28 Business and Its Environment

Sequential Depth: 20 to 24 semester hours in courses relevant to the student's career pattern.

Theory and Application: Related Independent Study or Internship; and Management 69, Advanced Management Seminar; or Management 48-1, Management Seminar.

It is strongly recommended that students concentrating in management take Mathematics 01 (Introductory Statistics) and Mathematics 51 (Mathematics for Decision Making).

Among those suggested career patterns that might use management as a base are: accounting, advertising, company publications and public relations, hospital and health services, international business, law, management of minority enterprises, marketing, office management, operations research, personnel management, retailing, and small business management.

The Department believes that it is essential that students work closely with their advisers in planning their concentration in management. Students should seek a Departmental adviser as soon as their interests become focused, or if they wish to explore the possibilities of this concentration. Advisers may be assigned by applying to the Department.

Non-Concentrators: Since college women are expected to be leaders in whatever career they choose, the Department of Management feels that the knowledge of management principles is essential for every college-educated woman. The curriculum in the Department has been planned, therefore, so that a non-concentrator can choose the three core courses (Financial Accounting, Dynamics of Management, and Business and Its Environment) and whatever other management offerings fit into her career objectives. These can be used as electives or to satisfy the Social Science depth requirement of the College.

Management of Minority Enterprises: The Department of Management is committed to a concern for the needs of minority groups in achieving their goals. The responsibility for minority leadership in the immediate future will surely rest in large measure on the college-educated persons. Since every career has a business associated with it, it seems desirable, therefore, that management education be a part of the college experience of minority persons. To meet this need, as well as the need of any person in management, the Department has incorporated into existing courses some cases concerning minority

institutions. Also, a special course has been designed called "The Black Community and Organizational Design". The Department believes that a person who combines the Black Studies Program with a concentration in management is better prepared to assume positions of leadership in the community.

Interdepartmental Concentrations

Finance

We live in a money economy. To live most effectively one must be aware of the interrelationships of the various components that comprise our economic society.

The interrelationship between those areas of study from the Departments of Management and Economics, complemented and supplemented by areas from other departments, has resulted in the interdepartmental concentration of Finance.

This concentration offers an integrated approach to the conceptual and operational aspects of business and investment finance; the functions of financial institutions and money markets; the dynamics of financial administration; and the economic and managerial implications of business transactions as they relate to industrial and business corporations, public organizations, governmental units, educational institutions, and service agencies.

The Finance concentration is designed to fulfill the needs of those students who wish to go to graduate school, and also of those who wish to enter immediate employment upon graduation. Many opportunities are available in such areas as commercial, savings, and investment banking; insurance; brokerage firms; financial departments of business and non-business organizations; and financial administration in government.

The plan of study, to be prepared cooperatively by student and adviser, will consist of a combination of theory and applied-theory areas of study individually tailored to the career or graduate school goals of the student in a flexible yet clearly focused direction.

Interdepartmental Concentration in Finance

Requirements

Required courses in the concentration in Finance are listed below:

- Economics 21, 22 Principles of Economics
- Management 20 Financial Accounting
- Management 25 Managerial Accounting
- Management 58 Stock Market Investments
- Economics 35 Money and Banking

The Senior Integrative Seminar requirement will be satisfied by taking Independent Study or Internship, or Management 62, Seminar in Financial Administration; or Economics 50, Seminar in Economic Problems and Management 69, Advanced Management Seminar.

Selected Electives: 8 semester hours from management, economics, government, mathematics. To be selected by student in consultation with adviser.

Other Interdepartmental Concentrations:

Corporate and Institutional Publishing and Public Relations, see page 145.

Advertising, see page 144.

Mathematics-Management.

Courses

Mgt. 20-1 Financial Accounting 4 sem. hrs.

Current and recommended concepts of accounting. Major emphasis on financial control and its attendant implications in the decision-making process. The individual proprietor. Special attention to financial statements and their interrelationships.

Analysis and interpretation of accounting data and their related significance to financial problems of the entity. *Mr. Parente.*

Mgt. 25-2 Managerial Accounting 4 sem. hrs.

Prereq.: Mgt. 20

A logical continuation of accounting. Accounting processes are explored concomitantly with generally accepted accounting theories. Payrolls. Partnerships. Comprehensive coverage of corporate operations. Cash flows, budgetary controls, cost relations. Opportunity provided to compare, create, and discover more effectual means of solving managerial accounting based problems. *Mr. Parente.*

Mgt. 26-1 The Black Community and Organizational Design 4 sem. hrs.

Designed to give minorities maximum opportunity, through the development of broad business and management concepts, to assess present and future environmental trends in relationship to how they might affect the particular minority community in question. Analysis of various leadership styles peculiar to their particular ethnic group giving consideration to the implication of adopting similar or different management styles. Review of present community institutions with a chance to redesign or to create entirely new organizational structures. *Mr. Coverdale.*

Mgt. 27-1 Dynamics of Management 4 sem. hrs.

Study of the development of the modern organization; its structure, dynamics, administration, and work distribution. Emphasis on the organization as a dynamic culture and on the emergent behavior of the people involved. A variety of organization types compared and differentiated. Strong emphasis on group discussions and developing one's own management style. *Miss Hennig, Mr. Warren.*

Mgt. 28-2 Business and Its Environment 4 sem. hrs.

The examination of business actions and their impact on the contemporary society. Emphasis will be placed on analyzing and evaluating the interaction of the external (political, social, legal, economic, etc.) and internal (employees, stockholders, management) forces that establish the stimulus-response mechanism between business and its environment. *Mr. Coverdale.*

Mgt. 34-1 Communications in Management 4 sem. hrs.

Theoretical and practical applications of communications principles. Oral and written expression to accomplish human relations objectives necessary for success in working with, and influencing other persons. Principles developed in a business setting with cases involving the writing of business letters, reports, newsletters, and memoranda; and the conducting of conferences, interviews, platform speeches, and other forms of oral communications. *Mr. Baldwin.*

Mgt. 35-1 Management of Information Systems 4 sem. hrs.

Concepts of computer science and its significance to management decision-making. Capabilities of computers as aids in forecasting, problem solving, and decision-making. Impact on business of various data processing systems. Students will learn to evaluate existing systems in terms of particular organizational needs and to create appropriate adaptations. *Mr. Coverdale.*

Mgt. 37-1 Behavioral Implications for Women in Management 4 sem. hrs.

Enrollment: third and fourth year students only, by consent of the instructor.

Study of interpersonal behavior and career development of women in managerial work. Considerable emphasis placed on the psychological, sociological, anthropological, and semantic difficulties that arise in diadic relationships and their meaning for women in management positions in the organizational setting. Study of current research findings on these issues as well as on career development for women in business. A major interviewing project, intensive readings, case analysis, and class discussion. *Miss Hennig.*

Mgt. 38-1 The Law and Society 4 sem. hrs.

A study of the underlying legal principles governing business conduct and their impact on business policy. Consumer law and its relationship to the manufacturer and consumer. An in-depth analysis of the court system. Particular attention to torts, criminal law, guaranties, warranties, and contracts. Lecturers, cases, and field trips. *Mr. Warren.*

Mgt. 39-2 The Manager and the Law 4 sem. hrs.

This advanced law course includes the employer-employee and principal-agent relationships, real and personal property, secured credit sales, legal substitutes for money, incorporation and partnerships, government regulations, and labor law. Lecturers, cases, and field trips. *Mr. Warren.*

[Mgt. 42 Office Administration 4 sem. hrs. Not offered in 1972-73.]

A course enabling the student to develop the ability to administrate office functions. Students work independently and in organized groups on projects and cases designed to help them approximate the role of the office manager. Emphasis placed on learning to organize and manage the work systems found in office settings. Groups carry out projects in a simulated office environment. Lectures, field trips, case studies, and guest speakers.

[Mgt. 43-2 Cost Accounting Analysis 4 sem. hrs. Not offered in 1972-73.]

Cost determination, procedures, controls, and analysis are developed by interpretation of the three cost elements: materials, labor, overhead. Application to the job cost system, process cost system, and standard cost system. Emphasis on managerial usefulness of cost accounting data in the evaluation of alternative courses of action.

Mgt. 44-1 Taxation 4 sem. hrs.

Strong emphasis on individual income tax preparation, together with some explanation of partnership and corporation income tax procedures. Cohesive coverage of the most important Code provisions and how they can be used for tax planning and minimization. *Mr. Parente.*

Mgt. 47-2 Organizational Behavior 4 sem. hrs.

Managerial applications of behavioral sciences as related to modern organizations. Implications of interpersonal behavior problems for individual and group productiveness, creativity, and satisfaction. Social psychology of group processes. Readings combined with extensive group discussions and case analyses.

[Mgt. 48-1 Management Seminar 4 sem. hrs. Not offered in 1972-73.]

A senior seminar designed to develop, through individual and group research, an understanding of the administration of all resources of organizations to achieve maximum results. Research topics generally concern the most effective ways to allocate and use space, personnel, funds, machinery, etc., as related to the planning, controlling, organizing, and re-appraising of activities of management.

Mgt. 50-2 Advertising Policies and Methods 4 sem. hrs.

Advertising studied as a marketing tool. Topics include: the function of advertising; when and for what kinds of products advertising is used; the advertising campaign; evaluation of advertising; and the ethical and moral issues surrounding advertising. Students will create advertising campaigns as a major project in this course. *Mr. Coverdale.*

Mgt. 52-1 Marketing 4 sem. hrs.

An introduction to the concepts of marketing management; philosophy, strategy, and planning: The course analyzes the ways in which goods move from production into consumption. Particular emphasis on the role of marketing, consumer behavior, marketing mix, and the marketer in American business. Lecturers, cases, and field trips. *Mr. Warren.*

Mgt. 53-2 Consumer Behavior 4 sem. hrs.

A behavioral approach to marketing and consumer behavior. The individual as a psychological entity is the unit of study. Discussion of the following areas as they pertain to consumer behavior: cognition, learning, motivation and personality, attitudes and attitude change, group memberships and influences, social class and life style, and the impact of culture. Lecturers, cases, and field trips. *Mr. Warren.*

Mgt. 54-1 Investments 4 sem. hrs.

Theories and applications of successful investment plans. Emphasis on the environment in which the investor will operate. Risks associated with different types of investments and the estimation of expected returns. The multi-dimensions of the investment process and the participants involved. An evaluation of investors' resources in designing an investment program to meet goals based on personal characteristics and capacities. (See also Management 58). *Mr. Parente.*

Mgt. 56-2 Personnel Administration 4 sem. hrs.

Dynamics of personnel management to include such areas as line and staff relationships, management by objectives, sensitivity training, procurement and development, salary administration, and individual motivation and goals. Analysis of current practices and major problems of personnel administration through the use of lecturers, cases, and role playing. *Mr. Warren.*

Mgt. 57-1 Labor Relations 4 sem. hrs.

Concentration primarily on the difficulties that arise in the administration of the collective bargaining relationship. The history and important characteristics of the American labor movement; special problems concerned with management of labor relations under

a collective bargaining agreement. Examination of the relationship between union-management relations and public policy. *Mr. Coverdale.*

Mgt. 58-2 Stock Market Investments 4 sem. hrs.

Financial and economic implications of security market functions and operations. Appraisal and analysis of securities and investment media. Investment standards, risks, and portfolio objectives. Independent reading and research. Student committees manage actual stock portfolio with member brokerage firm. *Mr. Parente.*

[**Mgt. 59-2 Managerial Finance 4 sem. hrs.** Not offered in 1972-73.]

Relevant theories of financing business organizations are reported through case study problems combining the theoretical and environmental frames of reference. Financial and economic alternatives considered in the determination of policy and related resources desirable for obtaining, managing, and using capital funds for optimum results.

[**Mgt. 61-2 International Marketing 4 sem. hrs.** Not offered in 1972-73.]

A study of marketing from a multi-national point of view as opposed to the traditional definition of marketing as it is practiced in the United States. The consequences of changing from a national to international marketing orientation, involving all aspects of the marketing philosophy and mix, are studied in depth. Each student will also become involved in an in-depth study of the market characteristics of a country of her choice.

[**Mgt. 62-2 Seminar in Financial Administration 4 sem. hrs.** Not offered in 1972-73.]

Discussion of realistic and actual-situation problems on an advanced basis. Independent investigation of problems and policies pertaining specifically to the area of finance.

[**Mgt. 63-1 Marketing Research 4 sem. hrs.** Not offered in 1972-73.]

The concepts and applications of marketing research are introduced through the marketing management approach. The course emphasizes basic methodology and the special techniques used in research procedures and their application to marketing, advertising and sales, questionnaire design, and product and survey techniques. Lecturers, cases, field trips, and a project.

Mgt. 69-2 Advanced Management Seminar 4 sem. hrs.

Prereq.: Mgt. 20, 27, 28 or the core for the Finance concentration or consent of the instructor.

Senior integrative seminar using case approach. Cases, presented by businessmen, are built upon actual situations in diverse types of organizations. Cases are selected to cover many areas of management and require knowledge of the analytical, behavioral, and conceptual areas of management. Free interchange of ideas between students and businessmen. *Mr. Baldwin, members of the Department.*

Mgt. 70-1, 2 Internship Credit to be arranged.

Prereq.: student must be in her Senior year.

A one-semester internship program providing off-campus field experiences for students preparing for careers in management or finance. The experience may be in one of many different kinds of organizations, i.e., hospital, social agency, bank, store, government agency, or business firm. The assignment will be closely related to the student's needs and professional goals and will be planned with her adviser. The student will spend approximately 25 hours a week on field work and concurrently take two courses at Simmons or at another accredited college. Applications must be filed by March, 1972, for the 1972-73 school year. *Mr. Baldwin.*

Post-baccalaureate Programs Leading to a Diploma:

The Department offers a one-year program for graduates of approved colleges whose undergraduate programs have been largely academic. The program permits concentrated study in management, retailing, or finance, and leads to the Diploma in Management. A total of 32 semester hours of work is required, of which 24 semester hours must be taken in the field of concentration. The program of each student is planned in consultation with the Chairman of the Department, and may include any courses for which prerequisites are satisfied. A typical program for a student concentrating in management, for example, might include such courses as the following:

- Mgt. 20 Financial Accounting
- Mgt. 27 Dynamics of Management
- Mgt. 28 Business and Its Environment
- Mgt. 38 Legal Aspects of Business
- Mgt. 47 Organizational Behavior
- Mgt. 56 Personnel Administration
- Mgt. 43 Management Seminar

Electives: 4 sem. hrs.

The flexibility of the program permits the selection of courses to meet varying objectives of individual students.

A student who wishes to concentrate in retailing or finance may select, in consultation with the Chairman, specialized courses in these fields. Such programs would include most of the courses required of undergraduates.

Faculty

Woodrow W. Baldwin, Ed.D. *Professor of Management, and Chairman of the Department of Management*

Leo John Parente, Ph.D. *Professor of Accounting and Finance*

* **Margaret Hennig, D.B.A.** *Associate Professor of Management*

Bruce W. Warren, M.B.A. *Assistant Professor of Management*

Charles A. Coverdale, M.B.A. *Assistant Professor of Management*

Patricia R. Gillen *Secretary for the Department of Management*

* On sabbatical leave Second Semester 1972-1973.

Associates, 1972-1973

David L. Barrett *Associate in Management*

Teamsters Joint Council-New England

Donald E. Coverdale, M.Ed. *Associate in Management*

Amherst Middle School

Robert F. Giroux, S.B. *Associate in Management*

Harvard University

Barry Grieff, M.D. *Associate in Management*

Harvard Business School

Charles P. Jones, M.B.A. *Associate in Management*

Jordan Marsh Company

R. G. Larsen, B.S.M.E. *Associate in Management*

Texas Instruments, Inc.

William Libby, A.B. *Associate in Finance*

Tucker, Anthony, & R. L. Day, Boston

Peter H. Partridge, A.B. *Associate in Finance*

Dean Witter & Company, Inc.

Mildred Ravenell, J.D., LL.M. *Associate in Management*

Director of Admissions, Boston University Law School

Professor William Willer, A.B., J.D. *Associate in Management*

Boston College Law School

Gil Wolpe, M.B.A. *Associate in Management*

Federal Reserve Bank of Boston



The Prince Program in Retail Management

The Prince Program in Retail Management is a special program within the undergraduate curriculum of Simmons College. Consisting of three sequential courses and a full semester Senior Internship, it must be selected in addition to another concentration. The program does not, in itself, constitute a concentration. It may be selected in addition to any concentration of the student's own interest, and it is particularly compatible with such closely related subjects as management. As a separate program, the Prince Program in Retail Management prepares young women to enter retail management careers in business and other organizations with adequate preparation to sustain a beginning career. Long term careers in management might require later in-depth graduate study.

Each course in the Prince Program relates to each other course and, consequently, following the introductory course students choosing to enter the program are expected to complete the entire program including the full semester internship in the Senior year. The first course, Retail Management 20, may be taken by itself. All courses will include both breadth and depth materials and will be organized around specific managerial concepts. The program's courses will be sequential in nature and thus should be taken in their specific order. All students entering the Prince Program are encouraged to have broad liberal arts programs and to complete Economics 21 and Economics 22 as basic preparation for the program.

Program

Recommended prerequisites: Economics 21 & 22.

Requirements

Retail Management 20 Exploring the Retail Environment

Retail Management 30 Quantitative Data as a Tool for Retail Decisions

Retail Management 40 Seminar in Retail Management

Selected Electives

Retail Management 70 Internship

The program is anxious to meet the needs of the individual student through adaptable program planning and internship placement. Students who may be interested in the possibilities of Retailing as a career should consult the Director.

Courses

Retail Management 20 Exploring the Retail Environment 4 sem. hrs.

An introduction to the retailing organizations. Application of concepts and theories of management and behavioral and organizational theory to key reference groups in retailing: consumers, salesforce, buyers, managers, and service units. Exploration of career patterns and the relevant educational and organizational preparation for management careers in retailing. Use of management cases and games, simulation techniques, and field study. *Mr. Long.*

Retail Management 30 Quantitative Data as a Tool for Retail Decisions 4 sem. hrs.

The quantitative knowledge, skills, and tools to manage in a retail business. This course identifies the need for quantitative materials and teaches the methods for data gathering, data analysis, and the use of such data for improving the quality and reducing the risk of decision-making. Applications to consumer research, market research, the buying function, inventory systems and control, and retail decision-making. Cases and laboratory simulation. *Mr. Long.*

Retail Management 70 Internship 12 sem. hrs.

Under the joint direction of a business executive and a Simmons faculty member, the student will hold a responsible position in an area of retail management of her own choosing, either in the Boston area or another location. In addition to fulfilling specific responsibilities to the organization, she will also undertake certain goals in educational research, to be determined by herself and her adviser.



Department of Mathematics

The increasing complexity and quantification of our society has made mathematics important to people trying to solve problems in such diverse fields as sociology, economics, physics, psychology, and biology. In addition, mathematics continues to appeal to many as an art form or game.

The concentration in mathematics is designed to provide a strong background as well as to expose students to the major areas of mathematics. By her choice of electives, a student may prepare herself for graduate school or for a career in teaching, statistics, business or scientific programming, or operations research.

Furthermore, many opportunities exist for students who are interested in mathematics and other disciplines. Interdepartmental majors exist with the Chemistry, Economics, Education, Management, Psychology, and Physics departments. Other fields may also be combined fruitfully with mathematics. Students interested in joint concentrations should consult with the chairmen of the departments involved.

Concentration in Mathematics

Requirements

Mathematics 10, 11, 22, 23, 24, and 25 (all normally completed by the end of the Sophomore year), Mathematics 48, 12 more semester hours from mathematics courses numbered in the 30's and 40's and Mathematics 53. (Mathematics 53 is normally taken in the Junior year, although students may take it earlier). The choice and timing of electives should be guided by the Department's *Handbook*, and must be approved by the student's adviser. With the approval of the chairman, a reading course (Mathematics 60) may be used as one of the three elective courses. There is an honors program in mathematics.

Independent Study. Mathematics 41, 46, and 48 require a large degree of independent work and may be used to fulfill the independent study requirement. In addition, the Mathematics department has set up Mathematics 60 programs involving independent reading, programming projects, and running tutorials.

Courses

Math. 01-1, 2 Introductory Statistics 4 sem. hrs.

Prereq.: high school algebra.

Intended primarily for students in the biological, behavioral, or social sciences. Elementary principles of probability; binomial and normal distributions; sample statistics; estimation and testing of statistical hypotheses; non-parametric tests; linear regression and correlation. Does not count towards Departmental credit. *Members of the Department.*

Math. 02-1, 2 Finite Mathematics 4 sem. hrs.

Prereq.: high school algebra.

The language of mathematics; set theory and logic, introduction to relations and functions. Also proofs and the mechanics of proving elementary theorems; the philosophy

of proof construction. Intended primarily for those who have been afraid of mathematics. Does not count toward Departmental credit. *Mr. Sankowsky.*

Math. 10-1 Calculus I 4 sem. hrs.

Prereq.: trigonometry and coordinate geometry or consent of the instructor.

Review of analytic geometry. Limits. Differential calculus. Applications to maxima, minima, physical problems, etc. Introduction to use of computer terminals. *Members of the Department.*

Math. 11-2 Calculus II 4 sem. hrs.

Prereq.: Math. 10 or equivalent.

Integral calculus and applications to area, etc. Transcendental functions. Techniques of integration. Polar coordinates. Improper integrals. *Members of the Department.*

Math. 22-1 Linear Algebra 4 sem. hrs.

Prereq.: Sophomore standing or consent of the instructor.

Real vector spaces. Linear transformations. Inner products. Matrix theory and determinants. Applications. Selected topics from complex vector spaces, dual spaces, differential operators, etc. *Mr. Sankowsky.*

Math. 23-2 Algebraic Structures 4 sem. hrs.

Prereq.: Math. 22.

Set theory and basic number systems. Groups, rings, integral domains, and fields. Prime decomposition of integers. Selected topics from field extensions, Sylow groups, and ring theory. *Mr. Sankowsky.*

Math. 24-1 Calculus III 4 sem. hrs.

Prereq.: Math. 11 or equivalent.

Vectors in 3-D space. Elementary analytic geometry of curves and surfaces in three dimensions. Partial derivatives. Double integrals. *Mr. Browder.*

Math. 25-2 Calculus IV 4 sem. hrs.

Prereq.: Math. 24.

Mutiple integration. Line and surface integrals. Infinite series and Taylor's theorem. Ordinary differential equations. Fourier series. *Mr. Browder.*

Math. 30-1 Probability Theory 4 sem. hrs.

Prereq.: Math. 24.

General probability distributions. Moments and moment generating functions. Transformation of variables. Addition and limit theorems. Stochastic processes.

Mr. Michaud.

Math. 31-2 Mathematical Statistics 4 sem. hrs.

Prereq.: Math. 30.

Point and interval estimation. Principles of estimation. Tests of hypotheses. Neyman-Pearson theory. Likelihood ratio tests. Sequential tests. Non-parametrics tests. Decision functions. Bayes solutions. *Mr. Michaud.*

Math. 32-2 Modern Geometry 4 sem. hrs.

Prereq.: Math. 11 and 22.

Offered at Emmanuel College as Math. 419.

Foundation of geometry. Synthetic and analytic projective geometry. Affine and Euclidean geometry. Klein's Erlanger Program.

[Math 37-2 Topics in Algebra 4 sem. hrs. Not offered in 1972-73.]

Prereq.: Math. 23.

Content varies from year to year. Topics will be chosen from Galois theory, ring and module theory, number theory, theory of group representations, and homological algebra.

Math. 41-2 Numerical Methods 4 sem. hrs.

Prereq.: Math. 22, 25, and 53.

Numerical solutions of polynomial equations. Differences and interpolation. Numerical differentiation and integration. Extensive programming. *Mr. Michaud.*

Math. 43-2 Complex Variables 4 sem. hrs.

Prereq.: Math. 22 and 25.

Complex number system. Analytic functions, differentiation and the Cauchy-Riemann equations. Complex integration. Taylor and Laurent series and residues. Conformal mapping. *Mr. Garberson.*

Math. 46-1 Elementary Topology 4 sem. hrs.

Prereq.: Math. 22 and 25.

Topological spaces. Connectedness and compactness. Limits and continuity. Separation and countability axioms. Metric spaces. Completeness. *Mr. Garberson.*

Math. 48-1 Introduction to Real Analysis-I 4 sem. hrs.

Prereq.: Math. 22 and 25.

Preliminary discussion of set theory. The set of real numbers. Sequences and series. Elementary topology of the real line. Continuity of functions of a real variable.

Mr. Browder.

Math. 49-2 Introduction to Real Analysis-II 4 sem. hrs.

Prereq.: Math. 48.

Continuity and differentiability of functions of a real variable. Spaces of continuous functions. Measure theory and introduction to Lebesgue integration. *Mr. Browder.*

Math. 51-2 Mathematics of Decision-Making 4 sem. hrs.

Prereq.: Math. 01 and an advanced course in an area of application or in mathematics.

Applications of statistics to managerial, behavior science, and social science problems. Bayesian statistics. Game theory. Introduction to linear programming. Extensive use of computer terminals to solve problems. Does not count towards mathematics concentration. *Mr. Michaud.*

Math. 53-1 Introduction to Fortran IV Programming 4 sem. hrs.

Introduction to machine language and organization of digital computers. Assembly and compilation. Detailed description of Fortran IV, including use of conditional statements, logical and array variables, functions, and subroutines. Fortran exercises run in both batch and time-sharing modes. *Mr. Cornew.*

Math. 54-2 4 sem. hrs.

Prereq.: Math. 53.

Computer organization, modules, and architecture; programming systems including construction of assemblers, compilers, and operating systems with examples from OS360. Special topics such as computer graphics as time permits. Does not count towards mathematics concentration. *Mr. Cornew.*

Math. 60 Independent Study

Members of the Department.

Math. 65 Directed Study.

Members of the Department.

Faculty

Margaret Schoenberg Menzin, Ph.D. Assistant Professor of Mathematics, and *Chairman of the Department*

David S. Browder, Ph.D. Assistant Professor of Mathematics

Richard O. Michaud, Ph.D. Assistant Professor of Mathematics

Daniel A. Sankowsky, Ph.D. Assistant Professor of Mathematics

John D. Garberson, A.M. Instructor in Mathematics

Ronald W. Cornew, Ph.D. Lecturer in Mathematics



Department of Nursing

The concentration in nursing consists of six courses, five of which have clinical field work experience. A broad background in the arts and sciences with the concentration in nursing serves as a foundation for a variety of careers in professional nursing. The curriculum is designed to prepare graduates for practice in the many settings in which health services are provided. Among these are community health agencies and programs, clinics, hospitals, and extended-care facilities. Students in the concentration may select electives in other departments to allow depth of concentration in more than one area; this may lead to a dual concentration. Students who choose to combine concentrations should discuss their plans early in the college career.

This program is accredited by the National League for Nursing. The Department is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing.

Graduates are eligible to write the licensing examination given by the Board of Registration in Nursing, Commonwealth of Massachusetts. Satisfactory scores on this examination entitle the applicant to practice as a registered nurse. Graduates qualify for admission to graduate schools offering advanced degrees in nursing.

Concentration in Nursing

Nursing concepts are presented sequentially in the five clinical nursing courses with clinical learning in health care agencies selected and guided by the faculty of the Department. Psycho-social concepts are a part of each course. A student must pass the clinical practice component of each course in order to receive a pass evaluation for the course.

Requirements

The required courses in the sciences and social sciences may be applied towards the College requirement for distribution and/or depth. The election of 8 semester hours in the humanities will complete the distribution requirement. If the English and foreign language requirements must be met through the use of electives, it is advised that this be completed during the first and second years. Because of the sequential order of courses in the concentration, students interested in nursing are also advised to take the courses in chemistry and biology (see prerequisites) in the Freshman year. Courses in the concentration in nursing are taken in the following sequence. Individual exceptions may be arranged with the advice and consent of the Department.

Nursing 10 Society and Health

Nursing 26 Nursing I

Nursing 30 Nursing II

Nursing 32 Nursing III

Nursing 47 Nursing IV

Nursing 48 Nursing V

Prerequisites: Students must take General Chemistry (Chemistry 10, 11) or Principles of Chemistry (Chemistry 12) and Introduction to Organic Chemistry (Chemistry 20). Biology of Vertebrates (Biology 13) and Genetics and Evolution (Biology 16) are prerequisite to Biology 21 and Biology 34. Microbiology (Biology 21) and Human Physiology (Biology 34) must be completed by the end of the second year. Introduction to Psychology (Psychology 20), Child and Adolescent Growth and Development (Home Economics 35), and a sociology course must be completed by the end of the third year.

Students in the Department of Nursing should anticipate the following approximate expenses in addition to their basic fees:

Uniforms: \$150; Transportation to Clinical Settings: \$250

Courses

N10-1 Society and Health 4 sem. hrs.

Historical and philosophical foundations of health care and the influence of society upon the development of the health professions. Discussion of theoretical concepts of professional practice. Independent study included. *Members of the Department.*

N26-2 Nursing I 8 sem. hrs.

Prereq.: Bio. 13, 16 and Chem. 12, 20 or Chem. 10, 11. Prereq. or concurrent: Bio. 21, 34 and N10.

Philosophy, concepts, and principles related to care of mothers and infants. Introduction to fundamentals of nursing care. Clinical learning selected to provide opportunities for application of theoretical knowledge. *Members of the Department.*

N30-1 Nursing II 8 sem. hrs.

Prereq.: N26.

Theory and practice related to the professional nurse role in the promotion of health, prevention of illness, and rehabilitation of children and adults. The student will have practice in assessing the health needs of individual patients and through problem solving will arrive at appropriate nursing interventions. A variety of settings will be utilized for clinical experience. *Members of the Department.*

N32-2 Nursing III 8 sem. hrs.

Prereq.: N30. Prereq. or concurrent: Psych. 20, H.Ec. 35, Sociology.

Study of selected pathophysiological problems of adults and children. Clinical learning planned to provide opportunities for nursing intervention focused on problems of acutely ill hospitalized patients. *Members of the Department.*

N47-1; 48-2 Nursing IV; Nursing V 6 sem. hrs. each

Prereq.: N47 is prerequisite for N48.

A two-semester course promoting investigation of community programs and methods of nursing intervention established to meet health needs of the public. Theory and practice related to the nurse's therapeutic use of self with individuals, families, and groups in the home and in mental health and community health facilities are stressed in both semesters. Second semester adds a team approach to the study of a community health problem. *Members of the Department.*

N44-1, 2 Integrative Seminar 4 sem. hrs.

Opportunity to associate knowledge and principles from general education and nursing to topics relevant to the group. Independence, self-direction, and understanding of processes of group interaction are stressed. *Members of the Department.*

N46-1, 2 Independent Study 4-8 sem. hrs.

Prereq.: consent of the Department.

Opportunity to study an issue or topic in nursing which is of significant interest to the student. Analytic and critical approaches utilized in order to clarify and develop basic ideas. *Members of the Department.*

Faculty

Elaine Church Hubbard, Ed.D. Associate Professor of Nursing, and Chairman of the Department of Nursing

Ruth Jeannette Solberg, M.S.N. Associate Professor of Nursing

Alice Marie Hosack, M.A., D.S. in Hyg. Associate Professor of Nursing

Marjorie Jane Burrill, M.S. Associate Professor of Nursing

Ann Elizabeth Lord, M.S. Assistant Professor of Nursing

Lois Estella Schoppee, M.S. in Ed. Assistant Professor of Nursing

Shirley Ann George, M.S. Assistant Professor of Nursing

Helen Chorak, M.S. Assistant Professor of Nursing

Phyllis Parnes Moore, D.N.Sc. Assistant Professor of Nursing

Patricia Grigaitis Schappert, M.S. Assistant Professor of Nursing

Linda Charnes, M.N. Assistant Professor of Nursing

Dolores Ernestine Goode, M.S. Instructor in Nursing



Physical Education

Phys. Ed. 10-0 Physical Education For First-Year Students Non-credit

Participation in two hours a week of physical education is required of all first-year students. An adapted program to meet the needs of individuals with medical restrictions is arranged in cooperation with Health Services.

A course in Fundamentals of Physical Education, Dance Fundamentals, Modern Dance, or swimming is required for one period of the first semester. Fundamentals of Physical Education is designed to help each student understand and apply the basic principles of efficient movement, and to evaluate her own status with regard to posture, fitness, and motor skill. Dance Fundamentals and Modern Dance, either of which may be elected instead of Fundamentals of Physical Education, emphasize techniques for improving quality of movement in general through the medium of creative dance.

The remainder of the Freshman requirement is fulfilled through courses which provide opportunities for each student to acquire or improve skill in activities of her choice which she can enjoy during and after college. The courses scheduled during the two semesters are dance (folk, country, and square; modern), sports (archery, badminton, basketball, bowling, fencing, golf, horseback riding, sailing, skating, skiing, swimming, tennis, volleyball), art of self defense, conditioning activities, figure and fitness workshops, recreation leadership, and weight control.

Additional instructional classes in seasonal sports are offered during the fall and spring terms. Students may enroll in any of these classes in addition to the two hours required in the regular program. *Miss Olmstead, Mrs. Berley.*

Physical Education for Upperclass Students

While there is no requirement in Physical Education beyond the first year, upperclass students may, within the limitations of available time and space, elect courses from the regular Freshman program, and are encouraged to participate in the dance and sports activities sponsored by the Department in cooperation with the Dance Club and the Simmons Recreation Association.

Phys. Ed. 21-0 Physical Education in Physical Therapy I 2 sem. hrs.

Recreation for the Handicapped. Two hours a week during the first semester. Adapted games and sports, social recreation, and camping for the handicapped. Field experience including observation in hospitals and hospital schools, and assigned work with handicapped children and adults in a variety of situations. *Miss Olmstead.*

Swimming. One hour a week during the second semester. Development of maximum individual proficiency, confidence, and endurance. *Miss Olmstead.*

Phys. Ed. 31-2 Physical Education in Physical Therapy II 2 sem. hrs.

Fundamentals of Movement and Corrective Exercise. Two hours a week during the second semester. Principles involved in efficient human movement, and corrective procedures, as a foundation for later courses in therapeutic exercise.

Faculty

Doris Emery Olmstead, Ed.M. Associate Professor of Physical Education, and Director of Physical Education

Helaine Berley Special Instructor in Dance

Department of Philosophy

The Philosophy department offers both a concentration in philosophy, designed for the student who may wish to do graduate study, and an inter-departmental concentration for the student who may wish to relate her study of philosophy to concentrated work in a specialized subject area.

Either course of study should provide the student with critical understanding of ideas and methods of philosophical thinking and should prepare the way for graduate study not only in philosophy, but also, for example, in law, theology, public affairs, and education.

Concentration in Philosophy

The concentration in philosophy is composed of 28 semester hours of philosophy, including 8 semester hours of independent study, distributed among four divisions:

- I Introductory Courses
- II Interdisciplinary Courses
- III Historical Courses
- IV Advanced Seminars and Independent Research

The student will work out the best sequence of courses with her adviser. The interdepartmental concentration consists of 20 semester hours of courses and an approved concentration in another area.

Courses

Division I Introductory Courses

Phil. 20-1 Problems of Philosophy 4 sem. hrs.

Introduction to the perennial problems of philosophy: ethics, metaphysics, religion, theories of knowledge. *Miss Wolf.*

Phil. 21-2 Philosophy of Religion 4 sem. hrs.

Examination of the meaning, value, and presuppositions of religious belief, with special emphasis upon the Judaeo-Christian tradition. *Mrs. Ochs.*

Phil. 22-1 Modern Logic 4 sem. hrs.

A general introduction to logic, emphasizing basic structures and recurring problems within selected classical and modern forms of deductive and inductive inference. *Mr. Park.*

Division II Interdisciplinary Courses

Prereq.: 4 sem. hrs. in philosophy or consent of the instructor.

Phil. 30-1 Ethics 4 sem. hrs.

An examination of the concepts of value, right, obligation, and function, in an attempt to discover what it is to be a moral person. Can morality be taught? *Miss Wolf.*

Phil. 32-2 Philosophy of Art 4 sem. hrs.

A study of the functions of art from the point of view of artists, "audiences", and critics. The readings will be taken from the major critics and philosophies of art from Aristotle to the present day. *Miss Wolf.*

Phil. 33-1 Oriental Philosophy 4 sem. hrs.

Philosophical examination of Buddhism, Hinduism, Taoism, Confucianism in contrast to western thought. An attempt to relate these thoughts to other cultural manifestations such as painting and architecture. *Mr. Park.*

Phil. 34-2 Philosophy of Science 4 sem. hrs.

The nature of scientific thought — its methodology, its aesthetics. *Mr. Park.*

Phil. 36-2 Philosophy of Human Nature 4 sem. hrs.

Critical study of selected theories of man and his place in nature. Naturalism, Idealism, Existentialism. *Mr. Park.*

Phil. 37-2 Philosophy of Mind 4 sem. hrs.

The philosophical presuppositions of Freud, Jung, Maslow, Laing, Peris; the psychological implications of Plato and Spinoza. *Mrs. Ochs.*

Division III History Courses

Prereq.: 4 sem. hrs. in philosophy or consent of the instructor.

Phil. 40-1 History of Philosophy I: Presocratics to Ockham 4 sem. hrs.

No prerequisite.

Plato and his precursors; Aristotle and his followers. *Mrs. Ochs.*

Phil. 41-2 History of Philosophy II: Bacon to Kant 4 sem. hrs.

The rationalists and empiricists: the tradition they attack, the concepts they introduce, their critics. *Miss Wolf.*

Phil. 45-1 Existentialism 4 sem. hrs.

An examination of major existential philosophies such as those of Kierkegaard and Sartre, with emphasis on their significance to the contemporary world. *Mr. Park.*

[Phil. 47 History III: Nineteenth-Century Philosophy 4 sem. hrs. Not offered 1972-73.]

An examination of the major issues in political philosophy beginning with the aftermath of the French Revolution. Topics such as the nature of equality, liberty, property, and progress will be studied in the works of Bentham, Mill, Hegel, Marx, Spencer, and Nietzsche.

Division IV: Advanced Seminars and Independent Study

Prereq.: 8 sem. hrs. in philosophy or consent of the instructor.

Phil. 52-2 Philosophy in Literature 4 sem. hrs.

Basic philosophic themes as expressed in literary works of writers such as Dostoevsky, Lawrence, Proust, V. Woolf, Becket, Kafka, Sartre, etc. *Mr. Park.*

Phil. 54-2 Metaphysics 4 sem. hrs.

Sustained study of various conceptions of the nature of reality. *Miss Wolf.*

Phil. 56 Special Problems in the Philosophy of Religion 4 sem. hrs.

1972: Genesis: Cosmologies and self identity. *Mrs. Ochs.*

[**Phil. 58-2 Special Philosophical Studies 4 sem. hrs.** Not offered 1972-73.]

A course, the content of which is determined from time to time by members of the Department. 1974: Structuralism. The course may be taken more than once.

Phil. 60-1, 2 Independent Study 4 sem. hrs.

Prereq.: consent of the instructor.

Sustained examination of a topic not covered in the regular course offerings. *Members of the Department.*

Phil. 65-0 Senior Thesis and Seminar 8 sem. hrs.

Prereq.: consent of the instructor.

Directed writing of a thesis and participation in a seminar which serves as a forum where students can present the ongoing results of their research to their fellow philosophy majors. *Members of the Department.*

Phil. 73-1 Philosophy Seminar 4 sem. hrs.

Prereq.: consent of the instructor.

Semester-long examination of a philosophical problem by students in small student-led groups under the supervision of a member of the Philosophy department. *Mrs. Ochs.*

Faculty

Carol Rebecca Ochs, Ph.D. Associate Professor of Philosophy, and Chairman of the Department of Philosophy

Ynhui Park, Ph.D. Associate Professor of Philosophy

Celia Curtis Wolf, A.M. Instructor in Philosophy



Department of Physics

Courses in physics are taken by science concentrators and non-science students as well. The non-science students study physics to learn more about their physical environment and to find out how physics has contributed to our understanding of nature. Science concentrators study physics for these reasons and additionally to help prepare them for careers in physical therapy, medicine, mathematics, biology, chemistry, and physics. Physics concentrators find careers as research scientists in industrial or government laboratories or as teachers. Senior research positions and college or university level teaching require graduate study. Secondary level teaching requires education courses as described on page 65.

The physics courses are divided into three levels: introductory, intermediate, and advanced. The introductory courses have course numbers below 20. Physics 10, 11, and 15 are designed for non-science students and for science students with little mathematical preparation. Physics 12, 13, on the other hand, is the beginning course for science concentrators. At a somewhat higher level and more mathematical than the other beginning courses, it is a prerequisite to the intermediate and advanced physics courses.

The intermediate courses are numbered in the 20's and have some mathematics as well as Physics 12, 13 as prerequisites. Which intermediate courses are offered in any one year depends on the needs of the students who wish to take them.

The advanced courses are numbered in the 30's and above and have one or more intermediate courses as prerequisite. They are designed for the physics major or minor who wishes to pursue some branch of physics in depth.

Concentration in Physics

The required courses are Mathematics 10, 11, and 24; Physics 12, 13; either Physics 25 or Mathematics 25; and six more semester courses in physics for a total of 12 semester courses in mathematics and physics. The physics concentrator will probably need to take two or more of these courses at a neighboring college or university. Of the total of 12 semester courses, one or two will be independent study in physics.

Interdepartmental Concentrations

Interdisciplinary programs are available for students who wish a career in a related field such as astronomy, mathematics, or chemistry. Such programs can be worked out in consultation with a Physics department adviser. An example of a program that combines mathematics and physics is the following: Mathematics 10, 11, *Calculus I, II*, Physics 12, 13, *Fundamentals of Physics*, Mathematics 24, *Calculus III*, Mathematics 25, *Calculus IV*, or Physics 25, *Calculus in the Physical Sciences*, two intermediate physics courses (numbered in the 20's) two more math courses above Mathematics 11, and two or more courses in physics and/or mathematics.

An example of a program that combines chemistry and physics is

First year: Chemistry 12, 13; Mathematics 10, 11

Second year: Physics 12, 13; Chemistry 14, 15; Mathematics 24

Third year: Chemistry 40, *The Equilibrium State*; Chemistry 41, *Structure and Change*; Physics 21, *Modern Physics*; and another physics course numbered in the 20's.

Fourth year: Chemistry 43, *Advanced Physical Chemistry* or Chemistry 47, *Advanced Inorganic and Radiochemistry*; Physics 23, *Electricity and Magnetism*; Physics 24, *Thermodynamics and Statistical Physics*; and Physics 32, *Quantum Theory and Applications*.

This program is equivalent to a 40-hour concentration in physics or chemistry.

Another example of a physics-related program is one leading to a career in astronomy. A good undergraduate preparation for astronomy is a physics or math-physics concentration plus a course in astronomy and a course in chemistry.

Prerequisites. In order to concentrate in physics a student must complete Physics 12, 13 and Mathematics 10, 11 by the end of the second year and Mathematics 24 by the middle of the third year.

Courses

Phys. 10-1, 11-2 Introductory Physics 4 or 8 sem. hrs.

Prereq.: Secondary school algebra (Phys. 10 is prereq. to Phys. 11.)

The fundamentals of physics for students with little mathematical preparation. Does not serve as a prerequisite for further work in physics. Topics will be drawn from mechanics, electricity and magnetism, waves and optics, and modern physics. Weekly laboratory. *Mr. Prenowitz.*

Phys. 12-1, 13-2 Fundamentals of Physics 4 or 8 sem. hrs.

Prereq. or concurrent: Math. 10, 11. Freshmen must obtain consent of the instructor.

(Phys. 12 is prereq. to Phys. 13.)

Concentration on the subjects of mechanics and electricity and magnetism, on the concepts of particle and field, motion, mass, force, energy, and momentum. Additional material drawn from kinetic theory, heat and thermodynamics, waves, and optics. The first course in physics, for science majors. Weekly laboratory. *Mr. Vernon.*

Phys. 15-1 Nuclear Energy 4 sem. hrs.

A critical consideration of the relative merits (including availability, cost, pollution, safety) of competing energy sources (fission, fusion, fossil fuel, hydroelectric, geothermal, solar) with emphasis on the physics of nuclear energy (atomic and nuclear structure, radioactivity, radiation detection, nuclear fission and fusion, nuclear reactors). Occasional laboratory. *Mr. Vernon.*

Phys. 20-1 Waves and Optics 4 sem. hrs.

Prereq.: Phys. 13.

The properties of waves such as reflection, refraction, interference, diffraction, and polarization, with string, water, acoustic, and electromagnetic waves used as examples. Emphasis will be on light. Weekly laboratory. *Mr. Prenowitz.*

Phys. 21-2 Modern Physics 4 sem. hrs.

Prereq.: Phys. 13, Math. 24.

The wave and particle natures of light and matter, relativity, an introduction to quantum theory, and topics selected from atomic, nuclear, solid state, and statistical physics.

Weekly laboratory. *Mr. Prenowitz.*

Phys. 22-1 Mechanics 4 sem. hrs.

Prereq.: Phys. 13 or consent of the instructor. Prereq. or concurrent: Math. 24.

The fundamental principles of Newtonian mechanics; the conservation laws; topics in the dynamics of a particle, including oscillations and central force motion; the dynamics of a system of particles. Occasional laboratory. *Mr. Prenowitz.*

Phys. 23-2 Electricity and Magnetism 4 sem. hrs.

Prereq.: Phys. 13 and Math. 24.

The basic laws and principles of electromagnetism. Electrostatics, steady currents, magnetic fields of electric currents, Faraday's law of induction, alternating current circuits, Maxwell's equations. Occasional laboratory. *Mr. Prenowitz.*

[**Phys. 24 Thermodynamics and Statistical Physics 4 sem. hrs.** Not offered 1972-73.]

Prereq.: Phys. 13 and Math. 24.

The statistical description of macroscopic systems; equilibrium and irreversibility; heat and temperature; and the first, second, and third laws of thermodynamics. Occasional laboratory.

[**Phys. 25 Calculus in the Physical Sciences 4 sem. hrs.** Not offered 1972-73.]

Prereq.: Phys. 12 and Math. 24.

Topics in the calculus studied for their applications to physical systems, such as line and surface integrals, Stokes' and Green's Theorems, ordinary differential equations, and Fourier series.

[**Phys. 30 Advanced Electromagnetism 4 sem. hrs.** Not offered 1972-73.]

Prereq.: Phys. 23 and 25 or Math. 25.

Maxwell's equations; electromagnetic waves; fields and potentials of a moving charge; radiating systems; electric and magnetic properties of matter; introduction to relativistic electrodynamics.

[**Phys. 31 Advanced Mechanics 4 sem. hrs.** Not offered 1972-73.]

Prereq.: Phys. 22 and 25 or Math. 25.

Topics chosen from rigid body motion, moving coordinate systems, Lagrange's equations, small oscillations, normal modes, continuous media, and relativistic mechanics.

[**Phys. 32 Quantum Theory and Applications 4 sem. hrs.** Not offered 1972-73.]

Prereq.: Phys. 21 and Math. 25 or Phys. 25.

The basic concepts of non-relativistic quantum mechanics. Quantum states, measurement, and the uncertainty principle. State vectors and operators. Wave mechanics and matrix mechanics. Bound states and scattering problems. Applications to topics selected from atomic, molecular, and solid state physics.

[**Phys. 35 Mathematical Methods of Physics 4 sem. hrs.** Not offered 1972-73.]

Prereq.: Phys. 13 and Phys. 25 or Math. 25.

Topics used in advanced physics and chemistry courses, with applications emphasized.

Typical subjects include vector analysis, the Sturm-Liouville problem, special functions, Fourier integrals, partial differential equations, calculus of variations, complex integration.

Phys. 50-0 Research in Physics 2-8 sem. hrs.

Open only upon invitation.

An investigation of some special topic involving a search of the literature; may involve some experimental work culminating in a thesis. *Members of the Department.*

Astronomy

Astron. 10-2 Introduction to Astronomy 4 sem. hrs.

The structure and evolution of the universe, the galaxies, the stars, and the solar system. Galaxy types, star types, stellar measurements, the physics of stars, and the mechanics of satellites. *Mr. Vernon.*

Faculty

Robert Carey Vernon, Ph.D. *Professor of Physics, and Chairman of the Department of Physics*

Edward Prenowitz, A.M. *Assistant Professor of Physics*



Department of Psychology

Undergraduate psychology will provide a student with several broadly defined general educational goals on the one hand, and preparation for career opportunities on the other. This is true both for concentrators and for those other students who take a series of courses in this discipline as electives.

Psychology offers the student an opportunity to become involved with a variety of issues bearing upon the study and understanding of human behavior and experience. These include physiological functions, the prolonged period of emotional and intellectual development, man's learning processes and capacities, and his embeddedness in a social matrix, both familial and cultural. Neither the field of psychology nor the Simmons department offers a unitary or doctrinaire outlook, since the psychological approaches to the understanding of man are varied and diverse. Thus the student can expect to encounter a number of ways of viewing and analyzing behavior in her course work, each of which makes its contribution to the field. The challenge and interest of psychology lies in the opportunity it presents to the student, either in terms of her growth as a person who understands herself or in terms of her better knowledge of human behavior as a whole.

With reference to the second purpose for taking psychology courses, those graduates who have concentrated in this discipline may find employment in a variety of positions such as personnel interviewers or test administrators. If courses are chosen wisely, one may give individual tests to children in a school system, work as a rehabilitation counselor, teach psychology in a secondary school, or work in one of the many agencies of the municipal, state, or federal government. The study of human behavior is becoming increasingly quantitative and the combination of psychology with mathematics opens the way to many interesting careers.

Although there are career opportunities available to the holder of a bachelor's degree in psychology, the professional degree in this field is the Ph.D., and many positions require at least an M.A. Universities frequently offer positions as psychometrists, nondiagnostic interviewers, or research assistants which permit a person to earn a salary while working toward a graduate degree.

In considering applicants for admission to doctoral programs, graduate departments generally favor those who have a background in mathematics (especially statistics), biology (either physiology or genetics), and philosophy (especially philosophy of science and logic).

Concentration in Psychology

Requirements

<i>Mathematics 01</i>	Introductory Statistics
<i>Psychology 20</i>	Introduction to Psychology
<i>Psychology 31</i>	Physiological Bases of Behavior I
<i>Psychology 33</i>	Quantitative Analysis of Behavior I
<i>Psychology 52</i>	History and Systems of Psychology

The Department also requires that each concentrator complete successfully 12 additional semester hours in psychology chosen with the advice of Department members to suit the particular career objectives of the student. Thus each concentrator in psychology must complete 32 semester hours of psychology, including statistics. In addition to these 32 semester hours all concentrators must satisfy the College requirement of 8 semester hours of independent study and normally at least 4 of these should be in psychology.

Prerequisites. Introduction to Psychology (*Psych. 20*) is a prerequisite for all other courses offered by the Department of Psychology.

Recommendations. Students considering a concentration in psychology are advised to take *Psych. 20* and *Math. 01* during their Freshman year. The order in which these are taken is not important. Because some background in a basic laboratory science is of significant value to anyone who plans a career in psychology, students are advised to take at least one course in biology, chemistry, or physics.

The selection of electives to be taken in psychology and related fields may be tailored to meet a student's particular interest and career needs. The following illustrative patterns are presented:

1. A student planning a career in child guidance, testing, or counseling should take Developmental Psychology (*Psych. 35*), The Language of Abnormal Behavior (*Psych. 37*), and Social Psychology (*Psych. 40*) and/or Principles of Psychological Measurement (*Psych. 41*).
2. A student planning a career in work with hospitalized patients or in a setting where psychobiological research may be involved, should take Physiological Bases of Behavior II (*Psych. 32*), Sensation and Perception (*Psych. 47*), and at least part of her depth requirement in biology.
3. A student who is interested in a career in behavioral research, human engineering, or automated instruction and computer programming should combine the concentration in psychology with a depth in mathematics. She should take Statistical Methods of Psychological Research (*Psych. 38*), and at least two of the following: Quantitative Analysis of Behavior II (*Psych. 34*), Learning (*Psych. 45*), and Psychology of Motivation (*Psych. 46*). The following courses in mathematics are recommended: Calculus I-III (*Math. 10-11, and 24*), Probability and Statistics I (*Math. 30*); and Probability and Statistics II (*Math. 31*), Linear Algebra (*Math. 22*), or Seminar on Computer Programming (*Math. 53*).

Honors in Psychology. Candidates for honors in psychology are expected to fulfill the College requirements as designated on page 34.

In addition to the courses described in the concentration in psychology, the honors student must complete Honors Program: Senior Thesis (*Psych. 65*). This will also satisfy 4 semester hours of the independent study requirement.

Courses

Psych. 20-1, 2 Introduction to Psychology 4 sem. hrs.

Methods and models used in the study of human behavior. The possibilities of a science of human behavior and its implications. Criteria for interpreting behavioral data and evaluating theories, including those regarding learning, perception, motivation, and personality. *Mr. Thomas, Miss Coulopoulos.*

Psych. 31-1 Physiological Bases of Behavior I 4 sem. hrs.

Prereq.: *Psych. 20.*

A course taking the point of view that an adequate understanding of either animal or human behavior requires a knowledge of the physiological mechanisms which underlie all patterns of response. Among the topics considered: receptor and response systems and the physiological bases of motivation, learning, and cognitive processes. Laboratory. *Mr. Thomas.*

Psych. 32-2 Physiological Bases of Behavior II 4 sem. hrs.

Prereq.: *Psych. 31 and Math. 01.*

A course building on the principles presented in *Psychology 31*. Further consideration of selected topics with emphasis upon conceptual and methodological approaches. Directed research on relevant problems. *Mr. Thomas.*

Psych. 33-1 Quantitative Analysis of Behavior I 4 sem. hrs.

Prereq.: *Psych. 20 and Math. 01.*

Experimental methods used to investigate laws of human and animal behavior and to demonstrate the role of mathematical models in behavior theory. Emphasis on the design and implementation of experiments to test models of learning and perceptual processes. *Miss Carterette.*

Psych. 34-2 Quantitative Analysis of Behavior II 4 sem. hrs.

Prereq.: *Psych. 33.*

Experimental tests of additional models of behavior with special attention to memory and communication. Emphasis on student participation in the design of experiments with a view to the development of research projects for independent study. *Miss Carterette.*

Psych. 35-1, 2 Developmental Psychology 4 sem. hrs.

Prereq.: *Psych. 20.*

History of child psychology. Theoretical, experimental, and normative approaches to the understanding of development. Observation and interpretation of child behavior. Implications of current knowledge and theory for child rearing and education. *Miss Coulopoulos, Mrs. Grayson.*

Psych. 36-1, 2 Psychology of Adolescence 4 sem. hrs.

Prereq.: *Psych. 20.*

A systematic interpretation of adolescent development and behavior. Major theories compared and critically evaluated. Lectures, discussion sections, research projects. *Mrs. Grayson.*

Psych. 37-1, 2 The Language of Abnormal Behavior 4 sem. hrs.

Prereq.: *Psych. 20.* Enrollment: limited to 45 students, normally only Juniors and Seniors.

Consideration of issues bearing on the understanding of deviant modes of psychological adaptation. Primary focus on appreciation of the continuity between "normal" and "abnormal" experience and ways of living. Lectures and discussion. *Mr. Castle, Mrs. Gentile.*

Psych. 38-2 Statistical Methods in Psychological Research 4 sem. hrs.

Prereq.: *Math. 01 and Psych. 20.*

Discussion of the relationship between statistics and experimental method, and the

logic underlying several basic analyses of variance designs. Application of a number of the relevant computational procedures to psychological data. *Miss Carterette.*

Psych. 40-1, 2 Social Psychology 4 sem. hrs.

Prereq.: Psych. 20.

Attitudes, beliefs, and values as they are influenced by the individual's social affiliations; the psychological analysis of group organization, morale, and leadership; a survey of the belief systems of representative social groups; the dynamics of social action and interaction: propaganda, mass behavior, and social conflict. *Mrs. Gentile.*

Psych. 41-2 Principles of Psychological Measurement 4 sem. hrs.

Prereq.: Psych. 20 and Math. 01.

The nature, uses, and limitations of the fundamental varieties of psychological measurement, including some practice in test construction and administration. *Mr. Deane.*

Psych. 42-1 Seminar in Clinical Psychology I 4 sem. hrs.

Prereq.: Psych. 37 and consent of the instructor. Enrollment: limited to 15 students.

Introduction to the role of the clinician: diagnostic assessment, psychological treatment, and clinical research. Emphasis on the use of interviews and psychological tests in understanding psycho-pathology. Consideration of psychotherapy as a mode of treatment for disordered behavior. Field work at a correctional-mental health facility under the supervision of senior staff members.

Psych. 43-2 Seminar in Clinical Psychology II 4 sem. hrs.

Prereq.: Psych. 42.

Introduction to the role of the clinician: diagnostic assessment, psychological treatment, and clinical research. Emphasis on the use of interviews and psychological tests in understanding psychopathology. Consideration of psychotherapy as a mode of treatment for disordered behavior. Field work at a correctional-mental health facility under the supervision of senior staff members.

Psych. 44-1, 2 Seminar in Personality Theory 4 sem. hrs.

Prereq.: Psych. 20 and consent of the instructor. Enrollment: limited to 12 students.

First preference to Seniors.

Intensive analysis of a variety of theoretical approaches to personality. Discussion and individual readings focus on the student's own intellectual development. *Mr. Castle.*

Psych. 45-1 Learning 4 sem. hrs.

Prereq.: Psych. 20.

A survey of models of learning and cognition. Theoretical and applied problems in computer-assisted instruction receive special attention. *Miss Carterette.*

Psych. 46-2 Psychology of Motivation 4 sem. hrs.

Prereq.: Psych. 20.

Analysis of the development of motivation from simple drives to complex social needs, including the nature of emotion, attitudes, and motives. Emphasis on current research in motivation, its theoretical implications and its historical antecedents. *Miss Couloopoulos.*

Psych. 47-2 Sensation and Perception 4 sem. hrs.

Prereq.: Psych. 20. Enrollment: limited to 16 students, normally Juniors and Seniors.

The relationship between the physical world, with which man must interact, and the

perceptual world, to which man responds. Consideration of topics ranging from measurement of sensory capacities, to illusions, and distortions of perception. *Mr. Thomas.*

Psych. 50-0 Field Work in a Psychological Setting 8 sem. hrs.

Prereq.: Psych. 38 and consent of the instructor. Enrollment: Senior standing.

The Department maintains special arrangements with host institutions whose staff members supervise qualified Seniors in a variety of service and research settings. Activities include counselling, psychological testing, special education, interviewing, psychotherapy, and laboratory experimentation. *Miss Carterette.*

Psych. 52-1 History and Systems of Psychology 4 sem. hrs.

Prereq.: Psych. 20 and at least two other psychology courses. Enrollment: open to Juniors and Seniors only.

The origin and development of classical theories in psychology; and an evaluation of contemporary theoretical positions. *Mr. Deane.*

Psych. 53-1 Individual Intelligence Testing 4 sem. hrs.

Prereq.: Psych. 41 and consent of the instructor. Enrollment: limited.

A study of individual intelligence testing and methods and procedures of test administration and evaluation. Included: the actual administration of the Binet, WAIS, and WISC tests. A student who passes this course with a satisfactory record will be certified as an individual test administrator. *Miss Coulopoulos.*

Psych. 54-2 Selected Topics in Social Psychology 4 sem. hrs.

Prereq.: Psych. 40. Enrollment: limited to 16 students.

Study in depth of certain problems or issues in social psychology. Topics to be considered in a given semester are determined in accordance with the background and interests of the students enrolled. Independent study of selected topics by individual students, with seminar discussion of student reports. *Mrs. Gentile.*

Psych. 60-1, 2 Individual Study in Psychology (see page 36.) 4 sem. hrs.

Prereq.: consent of the instructor.

Members of the Department.

Psych. 65-1, 2 Honors Program: Senior Thesis 4 sem. hrs.

Prereq.: Psych. 60 or its equivalent and consent of the Department.

For candidates for honors in psychology. Includes a Senior thesis and a comprehensive examination. *Members of the Department.*

Faculty

Stephen Russell Deane, Ph.D. *Professor of Psychology, and Chairman of the Department of Psychology*

Teresa Sosa Carterette, Ph.D. *Associate Professor of Psychology*

Donald William Thomas, Ph.D. *Associate Professor of Psychology*

Lillian M. Grayson, Ph.D. *Assistant Professor of Psychology*

Diane Theodora Coulopoulos, Ph.D. *Assistant Professor of Psychology*

Peter Watson Castle, Ph.D. *Assistant Professor of Psychology*

Barbara F. Gentile, A.B. *Assistant Professor of Psychology*

A. Nicholas Groth, A.M. *Special Instructor in Psychology*

Department of Publication

The concentration in publication offers students a dual preparation in the written word and in the visual media. The courses equip students for careers in book and magazine publishing; newspaper and broadcast journalism; technical writing; public relations; advertising copywriting for print, radio, and television; graphic design for print and the electronic media; and the preparation of scripts and programs for film and video cassettes.

Internships and learning experiences in the various fields of communication are available each year to students enrolled in the concentration in publication. In addition, each Senior creates a communications project and carries it through from concept to final production. In an experimental publishing laboratory, Seniors write, edit, and design the *Simmons Review*, an all-College magazine. Each issue is a pilot publication of what the magazine of the future might be. Courses are supplemented by mini-institutes in the new media.

Concentration in Publication

Requirements

The sequence of 32 semester hours of required courses in the concentration in publication would normally be taken in the following order:

- Publication 20 Communications Media
- Publication 30 Journalism
- Publication 31 Article Writing I
- Publication 40 Copy and Proof
- Publication 41 Graphic Arts Production
- Publication 45 Graphic Design
- Publication 50 Individual Study: Senior Project
- Publication 51 Senior Seminar in Publication

In addition to the concentration in publication, each student also elects 32 semester hours in a sequence of courses approved by the department offering the sequence. Students may also elect two sequences (totaling approximately 16 semester hours each) in two related subjects approved by the faculties of two departments. Sequences, both single and double, have been prepared in consultation with the various departments of the College. Examples of the possible sequences of courses are language and/or literature; literature and/or art history; art history and/or philosophy; philosophy and/or history; history and/or government; government and/or economics; psychology and/or sociology; and the physical sciences.

Special combinations are tailored to the student's special needs. Students may use these sequences of courses to complement their career objectives or to prepare for further study at graduate school.

Concentration in Graphic and Publishing Arts

The concentration in graphic and publishing arts, which is offered jointly with

the School of the Museum of Fine Arts, prepares students to do graphic design work in publishing, television, and film.

Requirements

Twenty semester hours in publication, which would normally be taken in the following order:

- Publication 20 Communications Media
- Publication 41 Graphic Arts Production
- Publication 46 Seminar in Graphic Design
- Publication 50 Individual Study: Senior Project
- Publication 51 Senior Seminar in Publication

Taken at the School of the Museum of Fine Arts:

36 semester hours Anatomy and Perspective, Drawing, Photography, Graphic Design, Filmmaking (elective), and Printmaking (elective)

Post-Baccalaureate Program Leading to a Diploma in Publication

This one-year program offers graduates of approved colleges whose undergraduate programs have been largely academic the opportunity for a year of concentrated study of the basic skills required in editing, publishing, broadcast, film, and television. Each student's program is planned in consultation with the Department. Candidates who satisfactorily complete such a program are eligible for the Diploma in Publication.

A typical one-year program (32 semester hours) includes the following courses: Publication 20, Communications Media; Publication 40, Copy and Proof; Publication 41, Graphic Arts Production; Publication 45, Graphic Design; Publication 50, Individual Study: Senior Project; Publication 51, Senior Seminar in Publication. Electives: 8 semester hours.

Interdepartmental Concentration in Advertising

The interdepartmental concentration in advertising, offered jointly by the Departments of Publication and Management, is designed for students who are interested in advertising as a career and who have creative, selling, analytical, or managerial talents.

The courses in this concentration prepare women for positions in advertising agencies and departments as copy writers, marketing specialists and researchers, media specialists (buying advertising space and broadcast time), graphic production and layout personnel, advertising traffic expediters, and account executives.

Students in this concentration are affiliated with the Department of Publication.

Requirements

The sequence of 48 semester hours in advertising (20 each in publication and management, plus an additional 8 hours in the Senior Seminar) are normally taken in the following order:

- Publication 20 Communications Media
- Publication 36 Advertising Copy Writing I

Publication 37	Advertising Copy Writing II
Publication 41	Graphic Arts Production
Publication 45	Graphic Design
Management 20	Financial Accounting
Management 27	Dynamics of Management
Management 28	Business and Its Environment
Management 52	Marketing
Management 50	Advertising Policies and Methods

To meet the Senior seminar requirement, each student must do independent study in either the Department of Publication or the Department of Management.

Interdepartmental Concentration in Corporate and Institutional Publishing and Public Relations

The interdepartmental concentration in corporate and institutional publishing and public relations is offered jointly by the Departments of Publication and Management. Students interested in business and communications are prepared for positions as editors of employee, customer, and institutional publications, directors of multi-media communications programs, public relations practitioners in business and public service organizations, and specialists in financial and international public relations.

Students in this concentration are affiliated with the Department of Publication.

Requirements

A total of 48 semester hours (20 semester hours each in publication and management, plus 8 hours in the Senior seminar) are required for the concentration in Corporate and Institutional Publishing and Public Relations. Courses are normally taken in the following order:

Publication 20	Communications Media
Publication 30	Journalism
Publication 35	Public Relations
Publication 38	Editing Company and Institutional Publications
Publication 41	Graphic Arts Production
Publication 45	Graphic Design
Management 20	Financial Accounting
Management 27	Dynamics of Management
Management 28	Business and Its Environment
Management 47	Organizational Behavior

or

Management 37 Behavioral Implications for Women in Management

To meet the Senior Seminar requirement, each student must do independent study in either the Department of Publication or the Department of Management.

Courses

Pub. 20-1, 2 Communications Media 4 sem. hrs.

An introduction to the principles of communication, the mass media, and their relations

to our society and economy. Class sessions are supplemented by mini-institutes in the new media (filmmaking and video productions). *Mr. White.*

Pub. 30-1, 2 Journalism 4 sem. hrs.

The discipline of straight, factual writing in reporting and in editorial and feature writing, for newspapers, radio, and television. *Mr. Poole, Mr. Ball.*

Pub. 31-1, 2 Article Writing I 4 sem. hrs.

Prereq.: Pub. 30.

Writing articles for publication and scripts for broadcast. Study and discussion of published and recorded material; and reading, discussion, and criticism of student work.

Mr. Poole, Mr. Ball.

Pub. 32-2 Advanced Journalism 4 sem. hrs.

Prereq.: Pub. 30.

For students preparing for work on newspapers or other publications. Much of the writing is completed during the class period. Attention is also given to planning features, copyreading, headline writing, make up, and electronic journalism. Class sessions are supplemented by mini-institutes in newspaper practice and broadcast journalism.

Mr. Poole.

Pub. 34-1, 2 Article Writing II 4 sem. hrs.

Prereq.: Pub. 31 and consent of the instructor.

For students who have completed Publication 31, and who wish to continue to write articles or broadcast scripts under instruction. Each student meets individually with the instructor. *Mr. Poole.*

Pub. 35-1 Public Relations 4 sem. hrs.

Prereq.: Pub. 30.

Institutional public relations and practical training in publicity procedures; analyzing the needs of the client, outlining campaigns, and preparing and placing copy in the print and electronic media. Through workshops, special attention will be given to the application of public relations principles to industrial, educational, and community problems. *Members of the Department and guest lecturers.*

Pub. 36-1 Advertising Copy Writing I 4 sem. hrs.

Advertising form and style and the writing of advertising copy. Projects and criticism, with some general reading in the theory and practice of advertising. *Mrs. Bailey.*

Pub. 37-2 Advertising Copy Writing II 4 sem. hrs.

Prereq.: Pub. 36.

Problems and practice of writing advertising copy for radio, television, and cable TV. Projects and criticisms with field trips to agencies and broadcasting stations. *Mrs. Bailey.*

Pub. 38-1, 2 Editing Company and Institutional Publications 4 sem. hrs.

An individual study course for students who look forward to editorial employment on company or institutional publications. Various specialized types of editing: the company and institutional newspaper, newsletter, and magazine, the annual report, and personnel handbook. Students will study publications case histories in the field. *Miss Williams.*

[Pub. 39-2 The Book as a Fine Art 4 sem. hrs. Not offered in 1972-73.]

A brief history of typographic art, with an emphasis on the development of the book as an art form.

Pub. 40-1 Copy and Proof 4 sem. hrs.

Exercises and tests, based on the *Manual of Style* and *Words Into Type* to develop a professional attitude towards the problems of "form" and "style" in the preparation of copy for publication and in the techniques and problems of reading proof. *Mr. Bosworth.*

***Pub. 41-1, 2 Graphic Arts Production 4 sem. hrs.**

The techniques and processes that convert word copy and pictorial copy to printed page, including problems specific to advertising, promotion, magazine publishing, book publishing, and the electronic media. *Miss Bratton.*

****Pub. 45-2 Graphic Design 4 sem. hrs.**

Prereq.: Pub. 41.

The principles of pure design as applied to the problems of graphic presentation in black and white and color, and in the design of advertising, magazines, books, and television graphics. *Miss Bratton.*

Pub. 46-1, 2 Seminar in Graphic Design 4 sem. hrs.

Enrollment: limited to 10.

Elective for students who have had Publication 45 and have demonstrated an interest and aptitude in graphic design. Individual design projects for print, TV, and video completed under direction of professional designers in the field.

Pub. 47-1 Printing Workshop 2 or 4 sem. hrs.

Prereq.: Pub. 41.

An individual project course. Experimentation with type, illustration, and reproduction processes. *Miss Bratton.*

Pub. 48-1, 2 Basic Photography 2 sem. hrs.

Prereq.: consent of the instructor. Enrollment: limited.

An introduction to photography as visual communication. Basic camera and darkroom techniques, lighting, design, and composition in black and white. Planning and taking of photographs for various types of publications. *Mrs. Broadcorens.*

Pub. 50-1, 2 Individual Study: Senior Project 4 sem. hrs.

Prereq.: the concentration in publication.

Each student is required to create a communications project and carry it from concept to final production. *Miss Bratton and members of the Department.*

Pub. 51-1, 2 Senior Seminar in Publication 4 sem. hrs.

Prereq.: the concentration in publication.

Each student participates in the writing, editing, and designing of the *Simmons Review*, an experimental pilot publication of what the magazine of the future will be. Several issues of the publication are converted into video cassette magazines. *Miss Williams.*

*Enrollment: should be taken by Juniors in the 1st semester, by Sophomores in the 2nd semester.

**Offered 2nd semester 1972-73 and first semester, 1973-74.

Pub. 60 Individual Study

Qualified students may pursue writing, publishing, graphic design, photography, production of video tapes, and filmmaking interests beyond the limits of the listed courses. *Members of the Department and specialists in the field.*

Faculty

Dorothy Frances Williams, S.M. Professor of Publishing, and Chairman of the Department of Publication

Virginia Louise Bratton, S.B. Associate Professor of Graphic Arts

Alden Wright Poole, S.B. Associate Professor of Journalism

William Arthur Bagnall, S.M. Lecturer on Fine Arts and Design and Director of the Program in Graphic and Publishing Arts

Raymond Francis Bosworth, A.M. Lecturer on Editorial Procedures

Charles Herbert Ball, S.M. Lecturer on Journalism

Margaret Matheny Bailey, A.B. Lecturer on Advertising Copy Writing

Yvonne Ramaut Broadcorens, S.B. Special Instructor in Basic Photography

Robert Francis White, S.M. Special Instructor in Communications

Ann Albano, S.B. Assistant Editor of the Simmons Review

Muriel A. Pratt Secretary for the Department of Publication

Associates, 1972-1973

Phyllis Doherty Bevacqua, S.B. Associate in Public Relations

Formerly Director of Public Relations, Boston Children's Service Association, Boston

A. S. Burack, A.B. Associate in Book and Magazine Publishing

Editor and Publisher, The Writer, Inc., Boston

Norman L. Cahners, A.B. Associate in Business Publishing

Chairman, Cahners Publishing Company, Inc., Boston

Allan Chellis, A.B. Associate in Communication

Vice President, Newsweek, Inc., New York, New York

Morris Colman, A.B. Associate in Publishing

Formerly Art Director and Juvenile Production Manager, The Viking Press, Inc., New York, New York

Emily Flint, A.B. Associate in Magazine Editing

Formerly Managing Editor, *The Atlantic Monthly*, Boston and
Editor, The Peabody Museum at Harvard

William H. Ganick, A.B. Associate in Advertising

Senior Vice President, Harold Cabot & Co., Inc., Boston

Katherine Marie Heggie, S.B. Associate in Research

Hemenway and Barnes, Boston

George F. Kelley Associate in Graphic and Publishing Arts

Industrial Advertising Designer, Boston

Alice Murphy Lavin, S.B. Associate in Industrial Editing

Editor, *Telephone Topics*, New England Telephone and Telegraph Company, Boston

Edward Loeb, A.B. Associate in Publication

Publisher, *Cue Magazine*, New York, New York

Herbert R. Mayes *Associate in Publishing*
World Review, New York, New York

Richard Murphy, A.B. *Associate in Video Production*
Director, Video Research and Development, Boston

Bruce L. Paisner, A.B. *Associate in Video Production*
General Manager, Time-Life Video, New York, New York

Russell Train Smith, M.Arch. *Associate in Fine Arts and Design*
School of the Museum of Fine Arts, Boston

Constance Louise Tree, S.B. *Associate in Book Design*
Graphics Manager, Ginn and Company, Xerox Corporation, Lexington

Dino Griz Valz, A.B. *Associate in Graphic Production*
Formerly Media Director, Sutherland-Abbot Company, Boston

Dietmar Winkler *Associate in Graphic Design*
Director of Graphic Arts, WGBH, Channel 2, Allston



Department of Sociology

The sociology curriculum is designed to offer students a perspective on understanding man's social existence and the consequences of his numerous social experiences. The Department welcomes the enrollment of all interested students in its courses, as the sociological mode of understanding may be valuable to both concentrators and non-concentrators in various ways.

First, the kind of understanding which sociology offers may have its personal value to individual students as they attempt to bring order to the present by understanding the social patterns of the past and the dimensions of the future.

Second, students planning careers in various fields from social and governmental service to journalism, for example, will find sociological understanding complementary and enriching to the effectiveness of their professional education.

Third, students who have made a professional commitment to sociology will find that the richest of the sociological traditions are embodied in the curriculum and that a concentration in sociology may serve as a preparation for graduate study in sociology or in anthropology.

Concentration in Sociology

Requirements

The concentration in sociology is designed to permit each student to develop a combination of courses which derives its coherence from the topic or career area of interest to the student. The Department requires that each concentrator develop a focus for her program of study in consultation with Departmental members. Each new concentrator, therefore, is expected to submit a *preliminary* statement of her focus of interest, including a *tentative* plan of course study for discussion with Departmental members. Periodic review and revision, when desirable, of each student's focus and plan of study will be made with Departmental members.

Each concentrator is required to complete 24 semester hours in sociology courses at the introductory and intermediate levels, 8 semester hours in Independent Studies, and 8 semester hours in related courses (i.e., non-Departmental courses related to topic or career area of interest).

The 24 semester hours in introductory and intermediate sociology courses may be distributed in the following manner:

1. a minimum of 4 and a maximum of 8 semester hours in the Introductory Level;
2. a minimum of 4 and a maximum of 8 semester hours in each of the divisions of the Intermediate Level.

Summary of Requirements:

Introductory Level 4-8 sem. hrs.

Intermediate Level

Division A 4-8 sem. hrs.

Division B 4-8 sem. hrs.

Division C 4-8 sem. hrs.

Advanced Level

Independent Study 8 sem. hrs.

Related Courses 8 sem. hrs.

Joint Concentrators. The Department of Sociology welcomes students who wish to develop joint concentrations with other departments. The Department is prepared to work with individual students and other departments to develop viable programs of study for such students. Students wishing to work out such programs should consult with their adviser and with the individual chairmen of the departments involved.

Non-Concentrators. Students concentrating in another department and wishing to take several complementary sociology courses should consult with their departmental adviser and with members of the Sociology department to develop a sequence of sociology courses relevant to their interests.

Prerequisites. The prerequisites for courses in the intermediate and Advanced Levels of the sociology curriculum are either (1) Sociology 18 or Sociology 19, or (2) by consent of the instructor, unless otherwise noted.

Concentrators in sociology who plan to terminate their formal education with the B.A. degree may be interested in "Careers in Sociology," an official publication of the American Sociological Association. Copies are available in the Department office.

Concentrators in Sociology who plan to go on to graduate school should consult with their Departmental adviser as to the most suitable combination of courses both within and outside of the Department which will best meet their future interests. In general, however, it is recommended that such concentrators take the following minimal combinations of courses in the Department:

Sociology 18

Sociology 19

Sociology 28

Sociology 50

Sociology 55, and either

Sociology 61-1, 62-2 or

Sociology 65-0 (if eligible).

The Department of Sociology has available in its office the "Guide to Graduate Schools in Sociology" published by the American Sociological Association.

Honors in Sociology. Candidates for honors in sociology are expected to fulfill the College requirements as designated on page 34. In addition, honors candidates will ordinarily take Sociology 65-0, Independent Study: Senior honors program should consult with their adviser as to their eligibility and the least one course directly related to the thesis topic. Students interested in the honors program should consult with their adviser as to their eligibility and the procedure for application. Applications are generally received in the spring semester of the Junior year.

Petitions and Waivers. In order to assure maximum flexibility in meeting legitimate individual interests, students may petition the Department to waive

specific Departmental requirements which may inhibit the fulfillment of their special interests.

N. B. Present Concentrators in Sociology. An attempt will be made to adjust the programs of present concentrators to the revised structure of the concentration; exceptions will be handled in the spirit of the concentration description effective at the time of the declaration of concentration.

Levels and Courses in the Sociology Curriculum

Introductory Level: Core Courses

Soc. 18-1, 2 Introduction to Sociological Thought

Soc. 19-1, 2 Comparative Social Systems

Intermediate Level

Division A: Comparative Structural and Cultural Analyses

Soc. 24-1, 2 Social Psychology of the Black Experience in America.

Soc. 25-1 Family and Kinship Systems

Soc. 26-2 Sociology of Religion

Soc. 40-2 Ideology and Society

Soc. 46-2 Seminar in the Social Psychology of the Black Experience in America: 1600-1865.

Soc. 47-2 Seminar in the Social Psychology of the Black Experience in America: 1865-present.

Division B: Comparative Analyses of Social Processes

Soc. 28-1, 2 Group Processes

Soc. 30-2 Dynamics of Modernization: Transformation of Traditional Social Systems

Soc. 33-1 Social Movements

Soc. 36-1 Sociology of Urban Regions

Soc. 38-2 Sociology of African Literature

Soc. 48-2 Sociology of Preindustrial Cosmologies: Ritual and Drama

Division C: General Sociology: Methods and Theory

Soc. 50-2 Sociological Methodology

Soc. 55-1 Historical Development of Contemporary Sociological Theories

Advanced Level: Independent Studies

Soc. 60-1, 2 Independent Study: Individual Study in Sociology

Soc. 61-1, 62-2 Independent Study: Proseminar in Sociological Issues and Inquiry, I and II

Soc. 65-0 Independent Study: Senior Honors Thesis

Courses

Soc. 18-1, 2 Introduction to Sociological Thought 4 sem. hrs.

An introduction to sociological thought; comparative study of other cultures and societies; discussion of some of the issues which confront sociology as a science. Cross-cultural readings and classic studies in sociology. Lectures and discussion. *Miss Hagopian.*

Soc. 19-1, 2 Comparative Social Systems 4 sem. hrs.

Introduction to social systems analyses. Consideration of various structural and dynamic aspects of social systems within a cross-cultural perspective. Different areas

of the world will be covered each semester: first semester, African social systems; second semester, North African and Middle Eastern social systems. *Mrs. Kilson, Miss Hagopian.*

Soc. 24-1, 2 Social Psychology of the Black Experience in America 4 sem. hrs.

The social sources and the psychological consequences of the meaning of blackness in contemporary American society. In analyzing the realities of the black experience, attention will be paid to the system of slavery and its sequelae, especially the master-slave relationship. *Mr. Lawrence.*

Soc. 25-1 Family and Kinship Systems 4 sem. hrs.

Structural and dynamic aspects of family and kinship systems from a cross-cultural perspective. *Mrs. Kilson.*

Soc. 26-2 Sociology of Religion 4 sem. hrs.

Inquiry into various topics within the sociology of religion from a cross-cultural perspective. *Mrs. Kilson.*

Soc. 28-1, 2 Group Processes 4 sem. hrs.

Prereq.: consent of the instructor.

The course operates as a self-analytic group, that is, one in which the here-and-now behavior is the object of study. An introduction to the observational study of group processes, including learning processes, the course helps the student to improve her ability to observe, understand, and analyze the behavior of groups. *Mr. Lawrence.*

[Soc. 30-2 Dynamics of Modernization: Transformation of Traditional Social Systems 4 sem. hrs. Not offered in 1972-73.]

Modernization in historical perspective. The contemporary challenge of modernization; its emergence from colonialism and imperialism. Responses of traditional societies to the challenge. Structural and cultural problems of transformation of their social systems. Case studies from Africa, Asia, and Latin America. Lectures and discussion.

Soc. 33-1 Social Movements 4 sem. hrs.

Beginning with a survey of the chief sociological problems which have been raised concerning the origin and functioning of social movements, the course proceeds to discuss a number of types of movements, including Melanesian cargo cults, millenarian California cults, the John Birch Society, the contemporary student movement, the women's liberation movement, various social movements in Northern Ireland, the Black Muslims, and a number of other current movements of black liberation. Each student will prepare a major research paper in an area of special interest to her. *Mr. Beach.*

Soc. 36-1 Sociology of Urban Regions 4 sem. hrs.

Lectures cover a wide range of topics including urban theory, historical processes of urbanization, cities in the third world, urban ecology, problems of immigrants in cities, blacks in cities, urban redevelopment, and city planning. Each student will prepare a major research paper in an area of special interest to her. *Mr. Beach.*

Soc. 38-2 Sociology of African Literature 4 sem. hrs.

Application of sociological modes of analysis to the prose and poetry of sub-Saharan Africa. Literary works treated as models for understanding aspects of contemporary African social systems. Alternates with Sociology 48. *Mrs. Kilson.*

Sociology 18 or Sociology 19 prerequisite for the following courses:

Soc. 40-2 Ideology and Society 4 sem. hrs.

Definition and analysis of the role of ideology. Utopias and ideologies. The ideologies of selected developed and developing societies. Ideologies, nationalism, and internationalism. Alternates with Sociology 30. *Miss Hagopian.*

Soc. 46-2 Seminar in the Social Psychology of the Black Experience in America: 1600-1865 4 sem. hrs.

Prereq.: Soc. 24 and consent of the instructor.

Freudian psychology and modern social theory will be the tools used to dissect the many varieties of the black experience in America. The psycho-social case study of important black and white figures during this period will constitute the basis of the course. *Mr. Lawrence.*

[Soc. 47-2 Seminar in the Social Psychology of the Black Experience in America: 1865-present 4 sem. hrs. Not offered in 1972-73.]

Prereq.: Soc. 24 and consent of the instructor.

[Soc. 48-2 Sociology of Preindustrial Cosmologies: Ritual and Drama 4 sem. hrs.

Not offered in 1972-73.]

Study of cosmologies of preindustrial societies through sociological analysis of ritual and drama. Study of the sociological analysis of ritual symbolism, particularly in Africa, precedes an application of these methods to Shakespearean and Greek tragedy.

Soc. 50-2 Sociological Methodology 4 sem. hrs.

Examines both the relatively abstract principles which dictate strategies of social research and concrete examples of different sorts of sociological inquiries. Attempts to develop the student's ability to evaluate the methodological strengths and weaknesses of various studies with some degree of sophistication. Students will become familiar with a considerable number of major empirical and semi-empirical sociological monographs. *Mr. Beach.*

Soc. 55-1 Historical Development of Contemporary Sociological Theories 4 sem. hrs.

The emergence of sociological thought in the eighteenth and nineteenth centuries. An examination of the dominant ideas and assumptions about man and his social existence. Theory and explanation in sociology today: the state of the field. Ethical implications of sociological knowledge. Lectures and discussion. *Miss Hagopian.*

Soc. 60-1, 2 Independent Study: Individual Study in Sociology

See page *Mr. Beach.*

Soc. 61-1, 62-2 Independent Study: Proseminar in Sociological Issues 4-16 sem. hrs.

Enrollment: limited to Junior and Senior concentrators.

In Sociology 61 students integrate their sociological understanding: issues in the development and application of sociological knowledge are identified and clarified through a select list of common readings. In Sociology 62 students bring their sociological understanding to bear on personally selected topics of inquiry. Seminar meetings and individual counselling. *Miss Hagopian and Mr. Beach.*

Soc. 65-0 Independent Study: Senior Honors Thesis 8 sem. hrs.

Required of and open only to honors candidates in sociology in their Senior year. *Mr. Beach.*

Faculty

Marion D. de B. Kilson, Ph.D. *Associate Professor of Sociology, and Chairman of the Department of Sociology*

Elaine Catherine Hagopian, Ph.D. *Professor of Sociology*

Athena Rentoumis Theodore, Ph.D. *Associate Professor of Sociology*

Stephen W. Beach, M.A. *Instructor in Sociology*

Austin Lawrence, M.S. *Lecturer in Sociology*

Julie Wernick, A.B. *Secretary for the Department of Sociology*



Interdepartmental Concentrations

American Studies

The American Studies program provides the opportunity to study the history, the social, economic, and political institutions, and the literature and fine arts of the United States in terms of their interrelationships. Like the concentrations in English and history, the American Studies program has a broadly cultural character, but also provides the basis for graduate work, as well as for high school and college teaching, and for other pursuits requiring chiefly an ability to think analytically and express ideas clearly.

Since most of the courses students take in this program are not explicitly interdisciplinary (see, however, the listings below under "American Studies"), each student should consult carefully with members of the American Studies staff in order to develop a synthesizing project (a thesis, in the case of honors students) by the end of the Junior year, and to complete it during the Senior year. Such a project normally entails work in two fields, such as literature and history, or history and art.

A prerequisite for admission to either American Studies 60 (Directed Study: Senior Project) or American Studies 65 (Directed Study: Senior Thesis) is regular attendance at a non-credit American Studies Colloquium for Sophomores and Juniors, which will meet, probably at two-week intervals, during the spring semester. (This requirement does not apply to American Studies concentrators who will be doing theses or projects in 1972-73; concentrators who will be doing theses or projects in 1973-74 need attend the colloquium only during 1972-73.)

All students in the program are required to take American Studies 190 — an interdepartmental course — and to pass an oral examination on a specific topic in the field of American Studies, before graduating.

Course requirements: a minimum of 12 semester hours in either Division A: History, or Division B: Literature, depending on the student's primary interest, and 8 semester hours from each of the two remaining Divisions, i.e., A or B, and C. Students emphasizing history must pass at least 8 hours of work in European history; students emphasizing literature must pass at least 8 hours of work in English (as distinguished from American) literature.

Division A: History

History 40	History of American Civilization, I
History 41	History of American Civilization, II
History 43	United States Colonial History
History 51	American Constitutional History, 1789 to the Present
History 52	Race and Society
History 54	The Great Depression
History 55	Social Forces in American History
History 56	Strategies Toward Freedom
History 57	Women in American History

History 58	History of American Science and Technology
History 142	The Problem of Liberty: Europe and America in the Seventeenth and Eighteenth Centuries (Seminar)
History 143	The Puritans (Seminar)
History 152	Du Bois (Seminar)
History 153	Perspectives on Nineteenth-Century America: European Views of America
History 156	Civil War to World War I (Seminar)
History 158	The Recent Past in America, 1945 to Present
History 159	Experience Black (Seminar)

Division B: Literature

English 20a	American Writers, 1620-1865
English 20b	American Writers, 1865-1900
English 25	American Literature and Thought in the Twentieth-Century
English 27	American Poetry
English 91	American Literature and Thought at the Turn of the Twentieth Century
English 92	The Conflict of Values in Twentieth-Century Literature
English 132	Classic American Writers (Seminar)
English 140	Recent American Drama
English 151	Special Topics in Modern Literature (Seminar)
English 152	Literature and Society (Seminar)
American Studies 191	Literary Vision and the Capitalist Spirit in Post-Civil War America

Division C: Other Areas

Art History 25	Art in America: Nineteenth and Twentieth Centuries
Art History 35	Proseminar in American Painting
Economics 38	United States Foreign Economic Policy
Economics 43	American Economic History
Economics 44	Government Regulation of Economic Activity
Economics 49	Urban Economics
Economics 51	Urban Economics Seminar
Education 107	History of Education
Education 111	Education and Public Policy
Government 21	Government in the United States: Federal System
Government 48	Constitutional Law: the Modern Court
Government 49	American Foreign Policy
Sociology 36	The Sociology of Urbanism

The degree requirement of 8 semester hours of independent study may be met by taking one seminar in the American Studies program, plus one seminar or advanced discussion course approved by the student's American Studies adviser.

Students should acquire a competent reading knowledge of at least one foreign language, preferably two, if they plan further study at graduate school.

Honors in American Studies. Students who wish to pursue an honors program should apply by April 1 of their Junior year to the American Studies Committee. Candidates for honors are expected to fulfill College requirements as designated on page 34.

In addition to fulfilling the normal requirements of the American Studies program, honors candidates must complete satisfactorily American Studies 65: Directed Study: Senior Thesis.

Courses

Amer. St. 190-1 Problems in American History and Literature 4 sem. hrs.

Prereq.: consent of one of the instructors.

An interdisciplinary seminar integrating material from history and literature. Topic for 1972-73: Boston in Transition in the Nineteenth Century. Emphasis will be placed on cultural and social developments in the urban center, and in neighboring areas like Roxbury and Concord. Architecture, the fine arts, and material culture will be integrated into the course. *Ms. Kohlstedt, Mr. Sterne.*

Amer. St. 191-2 Literary Vision and the Capitalist Spirit in Post-Civil War America

4 sem. hrs.

Prereq.: consent of the instructor.

Beginning with Whitman's Democratic Vistas, the seminar will explore the tensions between the moral and the materialistic in writings by Howells, Twain, Henry James, Henry Adams, Andrew Carnegie, William Graham Sumner, Henry George, Edward Bellamy, and their contemporaries. *Mr. Langer.*

Amer. St. 60-1 Directed Study: Senior Project 4 sem. hrs.

Members of the cooperating departments.

Amer. St. 65-0 Directed Study: Senior Honors Thesis 8 sem. hrs.

Members of the cooperating departments.



Black Studies Program

Black Studies Program

The objectives of the Black Studies Program are to infuse materials on the black experience into all relevant courses and programs in the Simmons College curriculum and to stimulate the continuing development of courses and research whose primary focus is the black experience.

Of equal importance are its aims of increasing the awareness of all students in the black experience; encouraging students to pursue Black Studies in relation to a field of concentration; and providing all students with a basic sequence of courses which include a common body of subject matter related to the black experience.

Individual Student Program Planning

Students interested in pursuing Black Studies may include courses in the black experience in their programs in the following ways:

1. elective courses
2. depth sequence (24 semester hours in Black Studies)
3. an interdisciplinary program according to the principles of the OPEN Program
4. a joint concentration with another academic department, i.e., history and sociology
5. other joint concentrations arranged on an individual basis

Students will be expected to fulfill all requirements for the baccalaureate degree and to include in their programs a concentration in one of the disciplines or professional fields offered by the College.

All students will be expected to plan their programs in consultation with the Coordinator of Black Studies and their departmental or faculty adviser.

Each student wishing to include Black Studies in her program will normally be required to enroll in Black Studies 10, 11, a two-semester basic survey of the history and issues of the black experience in Africa and the Americas (see course description following).

Black Studies 10,11 Introduction to Black Studies 4 sem. hrs. each semester

Designed to provide students with an interdisciplinary and integrative view of the black experience. Selected topics within the black experience, including African background, the European exploration and colonization of Africa and the New World, the black experience in the Americas (North and South), and its relationship to the rise of the Third World. Semesters may be taken independently of each other. *Rev. Morris, Mr. Ogedengbe, Mrs. Kilson, and other members of the faculty.*

Further courses on the black experience may be elected in relation to the student's field of concentration from the following course offerings:

Education 14-1	The Teaching of Afro-American and Other Ethnic Groups
Sociology 19-1, 2	Comparative Social Systems

Sociology	24-1, 2	Social Psychology and the Black Experience in America
Sociology	36-1	Sociology of Urbanism
Sociology	38-2	Sociology of African Literature
Sociology	46-2	Seminar in the Social Psychology of the Black Experience in America: 1600-1865
Sociology	47-2	Seminar in the Social Psychology of the Black Experience in America: 1865-present
Sociology	48-2	Sociology of Preindustrial Cosmologies: Ritual and Drama
Management	26-1	The Black Community and Organizational Design
History	29-1	The World and the West Since 1800
History	52-1	Race and Society
History	56-2	Strategies Toward Freedom
History	152-2	DuBois (Seminar)
History	159-1	Experience Black (Seminar)
History	171-2	African History: Movements of Resistance to Colonial Rule (Seminar)
History	173-1	African Studies: Slavery and Deprived Status in Traditional and Colonial Africa (Seminar)
Economics	49-1	Urban Economics
Government	52-2	Prerequisite Economics 21, 22
English	55-1	Seminar in International Relations
English	111-2	Black Fiction in America
Art	30-1, 2	Problems in the Contemporary Black Novel in America
		Art History from a Black Perspective

Black Studies 70 Senior Experience: Seminar and Internship 8-16 sem. hrs.

A seminar in the issues of contemporary urban life: housing, education, and public services, the relation of suburban and urban population to public policy, and the role of political organization and process in the resolution of these issues. Each student will be provided with an internship in a legislative or administrative agency concerned with urban issues and their effect upon the lives of black Americans and the poor. Other options include an interdisciplinary seminar in Black Studies and independent study projects.

The Health Sciences

Concentration in Medical Technology*

This concentration leads to the baccalaureate degree and to the Diploma in Diagnostic Laboratory Science. The College is affiliated with the Beth Israel Hospital and the courses in the concentration are given in the student's final year in the laboratories and lecture halls of this Hospital by members of its staff. The program is approved by the Council on Medical Education of the American Medical Association and by the American Society of Clinical Pathologists. If at any time a student's work, conduct, or health is unsatisfactory, she may be required to withdraw from the program.

After graduation the student may be employed in the diagnostic laboratories of hospitals, clinics, physicians, and the health service departments of industry and educational institutions. By electing additional advanced science courses, a student may qualify as a research assistant in specialized fields of medical research or as a candidate for admission to graduate work in these specialized fields.

Requirements

<i>Medical Technology 40</i>	Clinical Chemistry
<i>Medical Technology 41</i>	Blood Grouping and Banking
<i>Medical Technology 42</i>	Medical Bacteriology
<i>Medical Technology 43</i>	Histological Techniques
<i>Medical Technology 45</i>	General Diagnostic Methods. (This serves as the Senior seminar, since in it each student is required to carry out an individual project and to take part in seminars held in conjunction with each of the medical technology courses.)

The American Society of Clinical Pathologists requires 50 consecutive weeks of work in an accredited hospital laboratory. During this period, which begins immediately after the close of the third year, the above courses will be taken.

Prerequisites. In order to qualify for the concentration in medical technology, students are required to complete during the first year Adaptations of Animals (*Biology 13*), Adaptations of Plants (*Biology 15*), Principles of Chemistry and Chemistry of the Covalent Bond (*Chemistry 12, 13*). A semester of Calculus (*Mathematics 10*) must be completed before (*Chemistry 15*). In the second year students must take Microbiology (*Biology 21*), Chemistry and Biology of Cells (*Biology 25*), Organic Chemistry (*Chemistry 14*), and Analysis and Equilibrium (*Chemistry 15*). During the third year students must take Host-Parasite Relationships (*Biology 47*) and Physiology (*Biology 34*). One year of college physics is strongly recommended.

* Students interested in this concentration should consult the Chairman, Department of Biology, for additional information.

Courses

Courses in medical technology are held at the Beth Israel Hospital and are not open to students in other programs of the College. They are of 12 months' duration, starting in the summer immediately after the end of the academic year.

Med. Tech. 40-0 Clinical Chemistry 8 sem. hrs.

The application of modern analytical chemistry to clinical medicine. The broader aspects of human biochemistry. Laboratory work to develop proficiency in the performance of approximately 25 common procedures and some understanding of rare and more complicated analyses.

Med. Tech. 41-2 Blood Grouping and Banking 4 sem. hrs.

Techniques of blood grouping, Rh typing, and crossmatching tests. Special testing for blood-group antibodies and the preparation of fractions of blood. An orientation to records, donor requirements, and bleeding technique.

Med. Tech. 42-0 Medical Bacteriology 8 sem. hrs.

Methods of identifying medically important bacteria. The student is instructed how to use for the purpose of identification the characteristics of pathogenic bacteria and common saprophytes; e.g., colonial and microscopic morphology, immunologic properties, growth requirements, and biochemical reactions. A brief introduction to the diagnosis of disease by serological methods.

Med. Tech. 43-1 Histological Techniques 4 sem. hrs.

Principles of tissue staining and the methods used in preparing samples for microscopic examination. Students participate in the fixation, dehydration, paraffin imbedding, cutting, and staining of tissues removed at surgical operations and post-mortem examinations. Special techniques such as frozen section and celloidin imbedding.

Med. Tech. 45-0 General Diagnostic Methods 8 sem. hrs.

The collection of samples of both venous and capillary blood; hematology; the simpler screening techniques and the morphology of stained films of peripheral blood and bone marrow; general diagnostic tests applied to other body fluids; microscopic examination of the urinary sediment; kidney physiology.

Faculty

David Galland Freiman, M.D., A.M. *Lecturer on Pathology and Applied Histology, and Medical Director of the Program in Medical Technology*

Aileen Weathers Dowd, S.B. *Lecturer on Biochemistry, and Educational Director of the Program in Medical Technology*

Lippman Hart Geronimus, Ph.D. *Lecturer on Bacteriology and Immunology*

Murray Golub, S.M. *Lecturer on Biochemistry*

Paul Richard Reich, M.D. *Lecturer on Hematology*

Earl Jay Kasdon, M.D. *Lecturer on Pathology*

Sara Ballard Murray, Sc.M. *Special Instructor in Histologic Technique*

Jeanette Ruth Harpel *Special Instructor in Diagnostic Laboratory Methods*

Hilde Sonntag Rosbash *Special Instructor in Cytology*

Concentration in Orthoptics*

The concentration in orthoptics prepares graduates to work with ophthalmologists in the diagnosis and treatment of defects and diseases of the eye, using techniques which have increased in complexity within recent years. Such professionally trained assistants greatly aid those physicians who are specialists in the treatment of pathological conditions of the eye.

Requirements

Orthoptics 43 Physiological Optics

Orthoptics 47 Orthoptics

The courses in this concentration are taken during the fourth year at the Massachusetts Eye and Ear Infirmary, with which Simmons College is affiliated. Although the academic requirements are met at the end of the fourth academic year, an additional period of six months of internship is necessary before graduates qualify as candidates for the examination for certification of the American Orthoptic Council. Students begin their 15-month course at the Infirmary on July 1 following their Junior year and complete their work on September 30 after the conclusion of the Senior year. Degrees will be granted to graduates of this program in January following the completion of the internship at the Infirmary. Owing to the limitation of space at the Infirmary, not more than two students may be admitted to this program in a given year. If at any time a student's work, health, or conduct is unsatisfactory, she may be required to withdraw from the program.

Prerequisites. In order to qualify for the concentration in orthoptics, students are required to complete Adaptations of Animals (*Biology 13*); Adaptations of Plants (*Biology 15*); General Chemistry (*Chemistry 10, 11*); Introduction to Psychology (*Psychology 20*); Developmental Psychology (*Psychology 35*); Human Anatomy (*Biology 22*); Microbiology (*Biology 21*); Physiology (*Biology 34*).

Courses

Classes in orthoptics are held at the Massachusetts Eye and Ear Infirmary and are not open to students in other programs of the College.

Orth. 43-0 Physiological Optics 5 sem. hrs.

Physical and physiological optics. Given to postgraduate students in ophthalmology. Work on the optical bench. *Dr. Boeder.*

Orth. 47-0 Orthoptics 23 sem. hrs.

Actual work with patients under the supervision of the orthoptist in charge of the clinic. Lectures on the anatomy, physiology, and motility of the eye, and on refraction and perimetry. *Dr. Allen, Dr. Pollen, Dr. Garcia, Dr. Grove, Dr. Lingeman, Dr. Lee, Dr. Benjamin, Miss Stromberg.*

Faculty

Henry Freeman Allen, M.D. *Medical Director of the Program in Orthoptics*

Ann Elizabeth Stromberg *Lecturer on Orthoptics, and Educational Director of the Program in Orthoptics*

*Students interested in this concentration should consult the Chairman, Department of Biology, for additional information.

Paul Boeder, Ph.D. *Lecturer on Physiological Optics*
Abraham Pollen, M.D. *Lecturer on Ocular Motility*
George E. Garcia, M.D. *Lecturer on Refraction*
Byron Spencer Lingeman, M.D. *Lecturer on Perimetry*
James R. Lee, M.D. *Lecturer on the Physiology of the Eye*
Steven N. Benjamin, M.D. *Lecturer on the Anatomy of the Eye*

Concentration in Physical Therapy*

Graduates of this concentration meet all requirements for a beginning position in physical therapy, for legal registration in all states, for eligibility under foreign exchange programs, and for further graduate study. Career opportunities exist in hospitals, rehabilitation centers, military service, Veterans Administration, public health services, and the clinics of business and industrial firms. Although requirements for admission to graduate school vary, excellent opportunities and stipends are available to physical therapists interested in research, teaching, or administration. In addition to a master's degree in physical therapy, the most frequently elected fields for further study are in physiology, anatomy, and education, on either a master's or doctoral level, and in medicine.

The program in physical therapy extends over a period of four-and-one-half years. The requirements for the concentration are satisfied by the courses listed below for the final year and a half. The first three years are devoted to fulfilling the requirements in the necessary basic natural and social sciences, the distribution requirements, and electives. Although more than enough academic credits are accumulated to meet the minimum requirements for graduation in other programs, neither the degree nor the diploma is awarded unless all courses in the final year and a half have been completed with satisfactory grades.

The facilities in the affiliated hospitals are such that a limitation must be placed on the number of students admitted to the program in a given year. A candidate may be rejected by the Provost when she applies for admission to the program if, after medical consultation, she is judged for reasons of health or emotional stability to be unfit for this program. Further, if at any time a student's work, conduct, or health is unsatisfactory or if she fails to manifest those qualities judged to be essential in the practice of physical therapy, she may be required to withdraw from the program.

Requirements

<i>Biology</i> 49	<i>Applied Physiology</i>
<i>Physical Therapy</i> 30	<i>Advanced Human Anatomy</i>
<i>Physical Therapy</i> 32	<i>Psychology of the Handicapped</i>
<i>Physical Therapy</i> 33	<i>Orthopedic and General Surgery</i>
<i>Physical Therapy</i> 34	<i>Neurology</i>
<i>Physical Therapy</i> 35	<i>Medicine</i>
<i>Physical Therapy</i> 36	<i>Psychiatry</i>
<i>Physical Therapy</i> 37	<i>Pathology</i>

*Students interested in this concentration should consult the Chairman, Department of Biology, for additional information.

<i>Physical Therapy</i> 39	Electrotherapy
<i>Physical Therapy</i> 40	Massage
<i>Physical Therapy</i> 41	Therapeutic Exercise
<i>Physical Therapy</i> 42	Hydrotherapy
<i>Physical Therapy</i> 43	Ethics and Administration
<i>Physical Therapy</i> 44	Clinical Practice*
<i>Physical Therapy</i> 45	Orientation to Nursing Techniques
<i>Physical Therapy</i> 46	Cerebral Palsy
<i>Physical Therapy</i> 47	Functional Training
<i>Physical Therapy</i> 48	Occupational Therapy

Prerequisites. In order to qualify for the concentration in physical therapy, students are required to complete during their first year General Chemistry (*Chemistry 10, 11*), Adaptations of Animals (*Biology 13*), and Adaptations of Plants (*Biology 15*). In the second year students must take Microbiology (*Biology 21*), Introductory Physics (*Physics 10, 11*), Introduction to Psychology (*Psychology 20*), Developmental Psychology (*Psychology 35*), and Physical Education in Physical Therapy I (*Physical Education 21*). During the third year students must take Human Anatomy (*Biology 22*), Physiology (*Biology 34*), and Physical Education in Physical Therapy II (*Physical Education 31*).

In general, electives should be chosen outside the area of science, but in accordance with individual interests. A course in introductory statistics is suggested, but courses in literature, the arts, and the social sciences are primarily recommended.

One-and-One-Half-Year Program in Physical Therapy

Properly qualified college graduates may be admitted to the final year and a half of the undergraduate program in physical therapy, and are eligible for the Diploma in Physical Therapy upon the satisfactory completion of the program. Preference is given to applicants who offer 8 semester hours each in general biology, physics, and chemistry, and 4 each in anatomy, microbiology, and physiology. Applicants should have completed 12 semester hours in the social sciences, including at least 6 in psychology.

See page 35 for information regarding Traineeships.

Courses

Classes in physical therapy are held in affiliating hospitals, and are not open to students in other programs of the College.

Physical Therapy Orientation

The field of physical therapy including historical background, current procedures, illustrative case histories, and observation of treatment at the Children's Hospital Medical Center. Required for second-year students in the physical therapy program.

The following courses, given in the final year and a half, are designated by the numbers 1, 2, and 3 respectively, following the dashes, to correspond to the semesters in which courses are given. (The third semester begins in the sum-

* This course satisfies the requirement for the Senior seminar.

mer and continues until the end of the program.) For example, 12 following the dash indicates a course extending through the first and second semesters.

Phys. Th. 30-12 Advanced Human Anatomy 12 sem. hrs.

Dissection of human anatomical material with special reference to the skeletal and neuromuscular systems. Correlation with functional and clinical considerations. *Dr. Pappas and associates.*

Phys. Th. 32-2 Psychology of the Handicapped 1 sem. hr.

Psychology as applied to individual differences, development growth, and adjustment. Psychodynamic mechanisms with special reference to disease and trauma. *Members of the Department of Psychiatry, Massachusetts General Hospital.*

Phys. Th. 33-23 Orthopedic and General Surgery 4 sem. hrs.

Nature, clinical course, and specific treatment of selected diseases and disabilities, primarily those affecting the skeletal and neuromuscular systems. *Dr. Pappas, Dr. Trott, Dr. Colodny, and associates.*

Phys. Th. 34-3 Neurology 1 sem. hr.

Neuroanatomy and neurophysiology of the central, peripheral, and autonomic nervous systems. Correlation with common diseases and traumatic lesions, particularly those affecting motion, with symptomatology and treatment. *Dr. Picard.*

Phys. Th. 35-3 Medicine 1 sem. hr.

Illustrated lectures on general medicine, with special emphasis on those conditions in which physical therapeutic measures are effective. *Dr. Block, Dr. Alpert, and associates.*

Phys. Th. 36-3 Psychiatry 1 sem. hr.

Classification of mental disease with symptomatology, prognosis, and principles of treatment. Illustrative case histories. *Dr. Prager.*

Phys. Th. 37-2 Pathology 2 sem. hrs.

Illustrated lectures concerning the nature and certain causes of disease, the reactions of the body to deleterious agents, and associated alterations in function. *Dr. Vawter.*

Phys. Th. 39-12 Electrotherapy 2 sem. hrs.

The physical nature and physiological effects of radiant energy and various electrical currents of diagnostic and therapeutic value. Indications for use and technique of application. Lecture, demonstration, and laboratory practice. *Dr. Shriber.*

Phys. Th. 40-1 Massage 2 sem. hrs.

Principles and techniques of massage. Physiological basis, indications, and contraindications in specific disease entities. Lecture and laboratory. *Miss Shea, Mrs. Cady.*

Phys. Th. 41-123 Therapeutic Exercise 8 sem. hrs.

Classification, purposes, and principles of exercise as a therapeutic agent. Techniques of performance. Anatomical, mechanical, and physiological aspects of motor activity, and procedures for the evaluation of motor deficit. Selection and modifications of exercises in specific disabilities. Methods of teaching. *Miss Cogland, Mrs. Zausmer, Miss Ionta, Miss Moushegian.*

Phys. Th. 42-3 Hydrotherapy No credit

Lecture, demonstration, and practice in the use of water as a therapeutic agent. Special emphasis on underwater-exercise functional activity. *Miss Cogland.*

Phys. Th. 43-23 Ethics and Administration No credit

Principles of medical ethics and law for physical therapists. Inter-professional relationships, administrative responsibilities. *Miss Cogland, Miss Ionta, Miss Moushegian, and associates.*

Phys. Th. 44-23 Clinical Practice 8 sem. hrs.

Supervised experience in the practice of physical therapy in the departments of affiliating hospitals and rehabilitation centers. Clinical instruction in the selection and development of individual or group activity. Participation with others in total patient care. Six hundred hours. *Miss McCarthy, Miss Shea, Miss Ionta, Miss Moushegian, and associates.*

Phys. Th. 45-23 Orientation to Nursing Techniques No credit

Instruction, demonstration, and supervised practice in the general principles of medical asepsis, surgical dressings, and bandages; the application of splints, casts, and traction; precaution techniques; and other nursing procedures with which physical therapists should be familiar. *Mrs. Morgan.*

Phys. Th. 46-3 Cerebral Palsy 1 sem. hr.

Neurologic and pathologic mechanisms, clinical aspects, methods of evaluation and treatment. Observation in the Cerebral Palsy Unit of the Children's Hospital Medical Center. *Miss Lane and associates.*

Phys. Th. 47-3 Functional Training 2 sem. hrs.

Lecture, demonstration, and practice in teaching functional activity to the handicapped; functional evaluation tests and gait analysis; the use of crutches, braces, prosthetic appliances, and other assistive devices. *Miss McCarthy.*

Phys. Th. 48-3 Occupational Therapy No credit

Principles and application. Fifteen hours. Members of the Occupational Therapy Department, Bay State Medical Rehabilitation Clinic. *Miss O'Neill.*

Faculty

Arthur Michael Pappas, M.D. Lecturer on Anatomy, and Medical Director of the Program in Physical Therapy

Shirley Merrill Cogland, A.B. Lecturer on Physical Therapy, and Educational Director of the Program in Physical Therapy

William Jacob Shriber, M.D., A.M. Lecturer on Physical Medicine and Electrotherapy

Elizabeth Fleischmann Zausmer, Ed.M. Lecturer on Physical Therapy

Arthur Warren Trott, M.D. Lecturer on Orthopedics

Arnold Herbert Colodny, M.D. Lecturer on Surgery

Alan Stanley Prager, M.D. Lecturer on Psychiatry

Joel Jacobs Alpert, M.D. Lecturer on Medicine

Gordon F. Vawter, M.D. Lecturer on Pathology

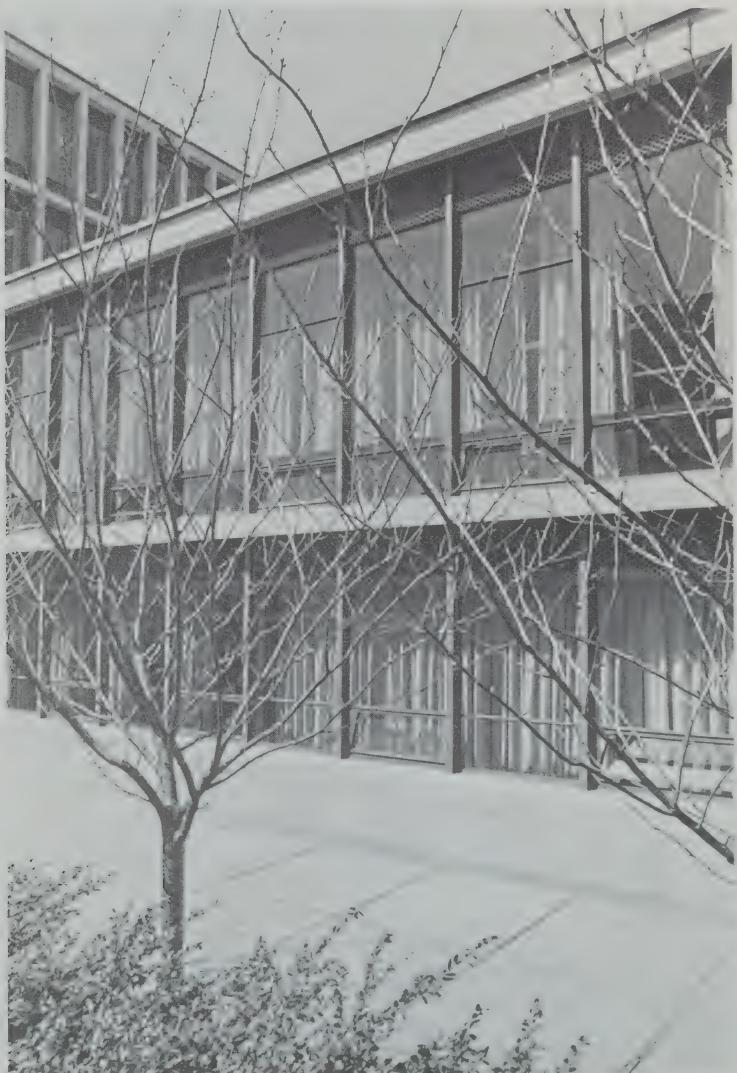
Ernest H. Picard, M.D. Lecturer on Neurology

Stuart Matthew Kameny, M.D. Lecturer on Psychology of the Handicapped

Peter C. Block, M.D. Lecturer on Medicine

Florence May Lane, S.B. Special Instructor in Physical Therapy

Marjorie Katherine Ionta, S.B. in Phys. Ed. *Special Instructor in Physical Therapy*
Claire Frances McCarthy, S.M. *Special Instructor in Physical Therapy*
Grania Mary O'Neill, O.T.R. *Special Instructor in Occupational Therapy*
Sybil Ann Moushegian, S.B. *Special Instructor in Physical Therapy*
Alice Marie Shea, S.B.Ed. *Special Instructor in Physical Therapy*
Mary Ann Cady, S.B. *Special Instructor in Physical Therapy*
Susan Bemis Perry, S.B. *Special Instructor in Physical Therapy*
Lois Bergen Morgan, R.N. *Special Instructor in Nursing Procedures in the Physical Therapy Program*
Michelina Cassella, S.B. *Special Instructor in Physical Therapy*
Elaine Meyer Lewin, S.B. *Special Instructor in Physical Therapy*



Other Programs

Computer Applications

Simmons students have access to a broad variety of digital computers from time-sharing terminals located at the Fenway campus. Students in the natural and social sciences make use of computers in conjunction with course work and may elect special work in computer-related areas of the field of concentration.

The following courses involving computer applications, offered by various academic departments, range from elementary to advanced levels. Full course descriptions may be found in the course listings of the respective departments.

Chem. 01 Computer Appreciation

Chem. 02 BASIC Programming

Econ. 37 Mathematical Economics

Econ. 48 Econometrics

Mgt. 35 Management of Information Systems

Math. 41 Numerical Methods

Math. 51 Mathematics for Decision Making

Math. 53 Introduction to FORTRAN IV Programming

Math. 54 Computing Systems

Psych. 45 Learning

In addition to the above courses, students may arrange for individual study in computer applications in psychology, mathematics, chemistry, and economics. The following courses are open only to students in the School of Library Science:

L.S. 185 Electronic Information Systems

L.S. 186 Library Systems Analysis

Hebrew College

Courses in Hebraic and Arabic language and literature, history, philosophy, and sociology may be elected for credit by qualified students.

Under the provisions of an inter-institutional agreement between Hebrew College and Simmons College, duly enrolled students at Simmons College may elect to include in their programs, for full credit, any courses normally offered by Hebrew College, subject to certain conditions, the details of which should be obtained from the Registrar. A Simmons College student desiring to pursue a course or degree program at Hebrew College must be recommended to the Registrar by her adviser or department chairman. The student will then be referred to Hebrew College, which reserves the right to determine whether prerequisites for the course or program in question have been met and whether the student is fully qualified to pursue the course(s) elected.

For the academic year 1972-73, Hebrew College will offer interested Simmons College students courses in the following specialized areas:

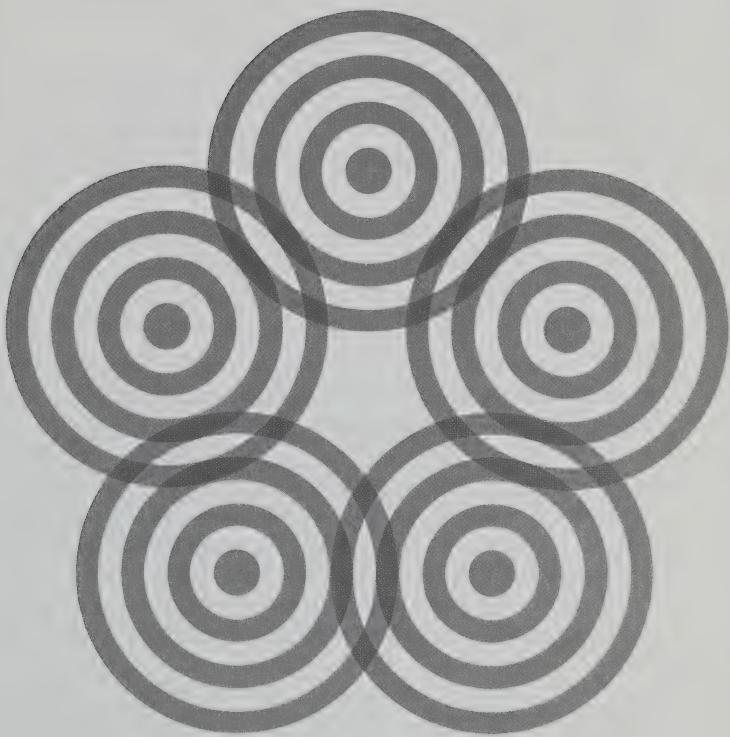
B1 12-6	Conversational Hebrew (Elementary)	8 sem. hrs.
B1 12-7	Conversational Hebrew (Intermediate)	8 sem. hrs.
B1 12-8	Conversational Hebrew (Advanced Ulpan)	8 sem. hrs.
F 12-3	Contemporary Issues	4 sem. hrs.
F 12-4	Early Jewish Thinkers	2 sem. hrs.
F 12-5	Later Jewish Thinkers	2 sem. hrs.
C 34-9	The Holocaust Universe	4 sem. hrs.

Program in Secretarial Studies

The Program in Secretarial Studies is in the process of developing courses and seminars in secretarial skills, office procedures, and office administration for businesses, hospitals, and other institutions. Two non-credit courses in typewriting are currently available to the Simmons community, and it is anticipated that additional courses and seminars will be offered in the evening. Information may be obtained by contacting the Director.

Barbara Fox Ash, Ed.M. *Director of the Program in Secretarial Studies*





THE GRADUATE
DIVISION

The Graduate Division

Summer Courses

Summer courses for graduate students are offered by the School of Library Science and by the Departments of Education and Home Economics. The programs are described in the sections devoted to these fields.

During the summer of 1972 an institute for high school teachers of chemistry will be offered under a grant from the National Science Foundation. From time to time other summer institutes are offered.

The Department of Education holds classes for members of its Master of Arts in Teaching program, as well as for other qualified students who wish to transfer credit elsewhere. Graduate courses in education are offered for students in programs in library science and home economics.

Diplomas

Diplomas are granted to students who complete successfully the one-year programs in management, medical technology, or publication, the 15-month program in orthoptics, or the year and a half program in physical therapy, and who receive a quality rating similar to that required for the baccalaureate degree.

The Degrees of Master of Arts, Master of Arts in Teaching, or Master of Science

The conditions for obtaining the master's degree are as follows:

1. Every candidate for the master's degree must hold the baccalaureate degree from an accredited institution.
2. The candidate must offer evidence of satisfactory completion of such courses as may be prescribed as prerequisites to the work of the graduate program he or she seeks to enter.
3. A quality point average of at least 2.67 (B-) or the equivalent is expected.
4. The subjects elected must be approved by the school or departmental adviser.
5. The candidate is expected to pursue studies at the College for at least one year after receiving the baccalaureate degree. A year's work ordinarily includes at least 32 semester hours. The fulfillment of all requirements for the master's degree must demonstrate the candidate's academic ability to meet a high standard. It is understood that a student's connection with the College may be terminated whenever, in the judgment of the faculty, he or she has failed to show sufficient industry, scholarship, or professional aptitude.

Fees for Graduate Division and for Post-Baccalaureate Programs

Bills must be paid prior to attending any classes.

Initial Fees

Application Fee	\$15
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*Tuition Fee**

Per credit hour	\$75
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*Full-time program in the School of Social Work, \$1800 per year.

Summer Programs Fee		
Per credit hour .....	.....	\$60
Library Science and Social Work		
Student Activities Fee		
\$2 per semester		
\$2 per summer session		
Social Work Field Work Fee		
Per semester, required of all students in the School of Social Work		
enrolled in field work .....	.....	\$10
Thesis Work Fee		
School of Social Work		
Supervision during each semester in which the candidate is not		
enrolled in <i>Social Work 251</i>* .....	.....	\$75
Supervision during the summer months .....	.....	\$37.50
Reading fee for review of a thesis in final form after end of the sum-		
mer or the semester .....	.....	\$10
Graduation Fee		
Required of all candidates for the master's degree or the diploma .....	.....	\$7.50
Other Course Fees		
See page 21.		
Health Fee		
The services of the Health Center are available to all women graduate stu-		
dents upon payment of the Health Fee, provided written notification of inten-		
tion is sent to the Comptroller's Office before September 1 by those students		
who wish to avail themselves of the Health Center services. Student Acci-		
dent and Reimbursement Insurance is also available to men and women		
graduate students on an optional basis under the same terms. See page 22.		
Residence charge for summer students		
For students who live in the residence halls during the six-week		
summer session .....	.....	\$220

Scholarships for Graduate Students

Scholarships are offered in limited number to students who have been accepted for admission to the graduate programs in the Schools of Library Science and Social Work. Information concerning the scholarships will be found in the respective graduate bulletins. Application forms may be obtained from the Director of the School concerned.

The amounts of graduate scholarships in other departments range from limited to non-existent. Applicants who have a serious financial problem should mention it at the time of application.

* See page 180

School of Library Science

The School of Library Science offers a professional program for qualified college graduates, both men and women. This program is fully accredited by the Committee on Accreditation of the American Library Association, and leads to the degree of Master of Science on the completion of 36 semester hours of graduate courses, at least 32 semester hours of which must be taken in the School of Library Science, Simmons College.

The library profession affords a broad range of opportunities in differing specializations and types of libraries — opportunities which vary from scholarship to administration, from service to children, young people, and adults, to work with research specialists. Accordingly, the School of Library Science, in its program, provides a full range of elective specializations to meet the interests of those who wish to work with children in schools and public libraries, in other areas of public, college, and university libraries, and in special libraries. Fundamentally, librarianship deals with books and other materials which cover every subject and which the librarian must relate to people of all ages and degrees of education. This requires a considered awareness of the significance of the library in both the local community and society at large. It also requires ability to judge books in terms of the needs of the individuals who use them. Those who like people, as well as books, will find librarianship a rich and satisfying profession.

While a general education is an essential foundation for the study of library science, a subject interest that has been developed through adequate academic preparation frequently has direct application in the library field. The existence of numerous special libraries and special collections in general libraries offers attractive opportunities for those who have specialized in the social sciences, the physical and biological sciences, the fine arts, and other subject areas.

Candidates for admission to the graduate program must offer assurance of capacity for graduate work, as well as professional aptitude. All applicants must hold a baccalaureate degree in the liberal arts or sciences from an accredited college or university. Those who are graduates of institutions where a system of letter grades is employed are expected to have achieved at least a B average in their final two years of undergraduate work or in their major field of study. In addition, applicants are expected to have achieved at least a B — average in their overall preparation. A reading knowledge of at least one modern foreign language is required of all students in the School. This requirement is normally met by the satisfactory completion of two semesters of a college course in a modern foreign language at the intermediate level. Alternatively, the requirement may be met by passing a proficiency examination that demonstrates an equivalent level of language competence. Students who have a major in a field which seems appropriate for special library service, such as art, music, law, or business, may be considered for admission. All candidates must present a minimum of three full academic years (96 semester hours)

of creditable undergraduate work in the liberal arts and sciences, exclusive of professional courses. Certain candidates may, at the option of the School, be requested to submit scores from the Aptitude Test portion of the Graduate Record Examination. All candidates are encouraged to take this examination and to submit their scores as part of the applicatory process.

Application for admission to the graduate program is made on a form obtained from the Administrative Assistant of the School of Library Science. A \$15 application fee which is not refundable, official transcripts of the college record and a statement of graduation, a satisfactory report of health on forms provided by the School, personal recommendations, and, whenever required, a personal interview with a representative of the School, complete the application for admission.

Applicants for the graduate program are urged to file their applications, with supporting documents, well in advance of the session in which they wish to begin study, in order to insure proper consideration of their credentials. *It should be noted* that applications must be completed no later than April 1 for the summer session, July 1 for the September semester, and November 1 for the January semester. Applications that are completed after the above deadlines will be set aside and considered for later academic sessions. Applicants should also understand that no consideration can be given to their applications until *all required supporting credentials*, including the health certificate, have been received. Accordingly, the School cannot assume responsibility for processing applications unless *all documents* are in hand by the deadlines indicated above.

Both full-time and part-time students may begin their studies with the summer session, the September semester, or the January semester. Classes are offered during regular daytime hours, late afternoons, and evenings; the admission requirements and instructional standards are identical. Courses equivalent to the one-year program are also offered in a series of summer sessions to qualified men and women. The entire program may be completed in four to five summers or by a combination of summer and term-time courses.

The Graduate Bulletin of the School contains detailed information regarding admission and degree requirements, course offerings, financial aid, and other related material, and should be consulted by those contemplating graduate study in library science at Simmons College. Copies of the *Graduate Bulletin*, the schedule of classes, the summer session announcement, and application forms may be obtained from the Administrative Assistant of the School of Library Science.

Courses

Courses in library science are open only to graduate students. See the bulletin of the School of Library Science for course descriptions.

- L.S. 101 Current Library Issues
- L.S. 106 Organization and Administration of School Media Centers/School Libraries
- L.S. 107 Reference Methods
- L.S. 108* Bibliographical Methods
- L.S. 109 Literature of the Social Sciences
- L.S. 110 Service to Adults

- L.S. 111 Intellectual Freedom and Censorship
- L.S. 113 Literature of the Humanities
- L.S. 114 Organization and Administration of Special Libraries
- L.S. 115 Organization of Knowledge in Libraries
- L.S. 117 Advanced Cataloguing and Classification
- L.S. 118 Technical Services
- L.S. 120 Modern Publishing and Librarianship
- L.S. 124 The Film in Communication
- L.S. 128 Government Documents
- L.S. 132 Research Techniques
- L.S. 134 Medical Librarianship
- L.S. 166 Advanced Problems in School Media Center Administration
- L.S. 170 History of Graphic Communication in Western Civilization
- L.S. 172 Theory of Administration
- L.S. 173 Problems in Book Selection
- L.S. 181 Libraries, Contemporary Issues, and the Child
- L.S. 183 Libraries, Contemporary Society, and the Young
- L.S. 184 Literature of Science and Technology
- L.S. 185 Electronic Information Systems
- L.S. 186 Library Systems Analysis
- L.S. 190 Comparative Librarianship
- L.S. 192 Contemporary Management Theory

Seminars and Advanced Independent Study

- L.S. 201 Library History
- L.S. 202 Radical Perspectives for Library Change
- L.S. 203 Library Administration
- L.S. 206 Organization and Administration of School Media Centers
- L.S. 207 Reference Literature and Services
- L.S. 208 Subject Bibliography
- L.S. 210 Library Adult Education Services
- L.S. 211 Media Guidance for Children
- L.S. 212 Media Guidance for Young People
- L.S. 213 Special Library Service
- L.S. 215 Classification and Subject Cataloguing
- L.S. 217 Cataloguing
- L.S. 218 Government Publications
- L.S. 220 History of Books and Publishing
- L.S. 231 Research and Bibliographical Method in Subject Fields
- L.S. 235 Education for Librarianship

Faculty

Kenneth Raymond Shaffer, A.B., B.S. in L.S. Professor of Library Science, and Director of the School of Library Science

Thomas John Galvin, S.M. Professor of Library Science, and Director of Students, School of Library Science

Jane Anne Therese Hannigan, D.L.S. Associate Professor of Library Science

Josephine Riss Fang, Ph.D. Associate Professor of Library Science

Arthur James Anderson, S.M. Assistant Professor of Library Science

James Michael Matarazzo, S.M. Assistant Professor of Library Science

*Entitled Bibliographical Methods and Government Publications through Summer 1972.

Richard Phillips Palmer, Ph.D. *Assistant Professor of Library Science*
Timothy Wayne Sineath, Ph.D. *Assistant Professor of Library Science*
James Carroll Baughman, Ph.D., *Assistant Professor of Library Science*
Ching-Chih Chen, A.M. in L.S., *Assistant Professor of Library Science*
Juan R. Freudenthal, M.S.L.S., *Assistant Professor of Library Science*
Estelle Jussim, D.L.S. *Assistant Professor of Library Science*
Leigh Estabrook, S.M. *Instructor in Library Science*
Walter Thaddeus Dziura, S.M. *Lecturer on Library Science*
S. Eunice Wenstrom, M.R.E. (Prin.), S.M. *Administrative Assistant, School of Library Science*
Ruth Parè Stanton, S.M. *Librarian, School of Library Science*

Carol A. Flynn, A.S. *Secretary in the Office of Library Science*
Mary Lou Gevry *Secretary for the School of Library Science*
Josephine K. Hale *Secretary to the Director, School of Library Science*
Paula S. Kay *Assistant, School of Library Science*
Kathleen M. Peroni *Secretary to the Director of Students, School of Library Science*



School of Social Work

The School of Social Work, located at 51 Commonwealth Avenue, Boston, offers a two-year graduate program preparing qualified men and women for the professional practice of social work, with particular competence in the application of the social casework method. The School aims to produce graduates who possess the knowledge, skills, and philosophy of social work, integrated and balanced in such a way as to enable them to function successfully in beginning professional social work positions and to continue to grow in ability and responsibility in future practice.

Classroom content is supplemented and tested through the student's field work in community social agencies and institutions selected as training centers. Field work and classroom instruction are undertaken concurrently. The core classroom curriculum is divided into four basic areas: human growth and the social environment; social welfare policy and services; social work research; and methods of social casework practice. Course content includes knowledge drawn from psychiatry, psychology, the social sciences, and law. Seminars in casework are designed to integrate theories from these allied disciplines with those of social work practice. Research instruction provides the skills necessary for small groups of students to complete projects related to contemporary social problems. Elective courses cover such subjects as Casework with Children, Group Process, Group Treatment, Community Analysis and Community Work, and Ethnic Differences in Social Work Practice.

The School has four programs of a special nature which may be of interest to applicants:

1) A special educational program prepares graduates for work in Core City agencies. Additional courses about the black experience and about problems of the inner city are joined with special field experience in Core City agencies.

2) A limited and selected number of applicants lacking B.A. degrees are accepted provided they possess outstanding ability and motivation and have had prior experience in social work agencies, supervised by a MSW social worker. Individual interviews are required with the applicant and his or her supervisor.

3) For several years the School has admitted well-qualified married women whose decreasing family responsibilities make part-time study possible, and whose personal characteristics indicate success in working with other people. The program is small and selective in admission. It is usually completed in four years, with the final year on a full-time basis. Applicants should have explored the social work field and their own qualifications thoroughly before contacting the School, and should be able to devote three days per week to the program. About 90 graduates are now successfully employed, and about 50 women are currently enrolled.

4) Also, the School offers training in a ten-week program for employed workers in social agencies who hold a bachelor's degree but do not, at this moment, wish to enter graduate school.

The School, in cooperation with the Placement Office of Simmons College, assists in the placement of its graduates.

Admission. The admission policy of the School is based on the following requirements:

1. Graduation from an accredited college.
2. Undergraduate work in the social sciences designed to provide applicants with some familiarity with American society and its institutions and some knowledge of human beings and their behavior.
3. Evidence of the applicant's intellectual capacity to carry classroom work at a graduate level.
4. Evidence of the applicant's personal qualifications for social work. Such evidence is expected to indicate (a) that the applicant has explored the field of social work and social work education with some persistence, intelligence, discrimination, and satisfaction; and (b) that the applicant is able to relate successfully to other people.

Degree. Two full academic years in residence are required for the Master of Science degree, unless the student has satisfactorily completed the first year in a school of social work which is a member of the Council on Social Work Education. The fulfillment of all requirements for the degree of Master of Science must demonstrate the candidate's ability to meet a high professional standard. (See also the section on page 172 entitled "The Degrees of Master of Arts, Master of Arts in Teaching, or Master of Science.")

A bulletin giving more detailed information may be obtained by writing to the Director, Simmons College School of Social Work, 51 Commonwealth Avenue, Boston 02116.

I. Theory and Practice

Year I

S.W. 11 Social Policy
S.W. 13 Family and Child Welfare
S.W. 20 Human Growth and Behavior
S.W. 30 Social Casework
S.W. 31 The Group Process
S.W. 32 Methods of Social Research
S.W. 33 Social Work and Change
S.W. 37 Ethnic Differences in Social Work Practice
S.W. 38 Community Analysis
S.W. 39 Direct Casework with Children

Year II

S.W. 221 Applied Personality Theory
S.W. 224 Problems of Learning
S.W. 231 Seminar in Social Casework
S.W. 235 Organizational Theory and Change: The Worker as Change Agent
S.W. 236 Dynamics of Institutional Change
S.W. 237 Group Treatment
S.W. 239 Direct Casework with Children
S.W. 240 Seminar in Administration

S.W. 241 Consultation and Collaboration
S.W. 243 Dynamics of Group Life
S.W. 251 Seminar in Social Work Research

II. Field Work

S.W. 50 Field Work, First Year
S.W. 250 Field Work, Second Year

Faculty

Meyer Schwartz, M.S.S.A. *Professor of Social Economy, and Director of the School of Social Work*

Ethel Dorothy Walsh, S.M. *Professor of Social Economy*

Anne Soloveichik Gerber, A.M., S.M. *Professor of Social Economy*

Helen Zarsky Reinherz, S.M., M.S. Hyg., ScD. *Professor of Social Economy*

James Mendrick McCracken, Jr., S.M. *Associate Professor of Social Economy*

Louise Silbert Bandler, M.S.S. *Associate Professor of Social Economy*

Diana Pollard Waldfogel, M.S.W. *Associate Professor of Social Economy*

Charlotte Jeanette Dunmore, M.S.S.W., Ph.D. *Associate Professor of Social Economy*

Sophie Freud Loewenstein, S.M., Ph.D. *Associate Professor of Social Economy*

Elizabeth C. Lemon, Diploma, Smith College *Associate Professor of Social Economy*

Frances Spiegel Lewis, S.M. *Assistant Professor of Social Economy*

Leona L. Riskin, S.M. *Assistant Professor of Social Economy*

Iris Ruggles MacRae, S.M. *Assistant Professor of Social Economy*

Margaret M. N. Davidson, M.S.W. *Assistant Professor of Social Economy*

Lois Diesing, S.M. *Assistant Professor of Social Economy*

Mary E. Davidson, M.S.W. *Assistant Professor of Social Economy*

Velma O. Hoover, M.S.W. *Assistant Professor of Social Economy*

Sandor Blum, D.S.W. *Assistant Professor of Social Economy*

Thomas Frank, M.D. *Lecturer on Child Psychiatry*

Edith Andisio Haughton, M.S.W. *Lecturer on Rehabilitation*

Ellin Fechheimer Isenberg, S.M. *Lecturer in Field Work*

Richard H. Rowland, M.S.W., Ph.D. *Lecturer in Group Life*

Roger R. Miller, D.S.W. *Special Instructor in Social Work*

Eleanor Clark, M.S.S. *Special Instructor in Administration*

Donald D. Dobbin, M.S.W. *Special Instructor in Social Work Research*

Mollie C. Grob, S.M. *Special Instructor in Social Work Research*

Mark McGrath, M.S.W. *Special Instructor in Community Mental Health*

Robert O. Washington, A.M. *Special Instructor in Social Work Research*

Ruth A. Howe, S.M. *Special Instructor in Social Policy*

Ruth A. Brandwein, M.S.W. *Special Instructor in Social Policy*

Kei E. Kaneda, S.M. *Special Instructor in Field Work*

Gerald Schamess, M.S.W. *Special Instructor in Social Casework*

Grace Nicholls, M.S.S. *Special Instructor in Social Casework*

Edward Stone, S.M. *Special Instructor in Social Work*

Rachel O. Schepkowski, M.S.W. *Special Instructor in Field Work*

Charlyne D. Costin, M.S.S.W. *Special Instructor in Field Work*

Priscilla M. Riley, M.S.W. *Special Instructor in Field Work*

Ann Sheingold, S.M. *Special Instructor in Field Work*

Elaine Werby, S.M. *Special Instructor in Field Work*

Rachel Blumenstein, M.S.W. *Special Instructor in Field Work*

Helen T. Healy, S.M. *Special Instructor in Field Work*

Malkah Tolpin Notman, M.D. *Special Lecturer on Psychiatric Information*
Bessie Walsh Sperry, Ph.D. *Special Lecturer on Clinical Psychology*
Rolf Arvidson, M.D. *Special Lecturer on Psycholanalytic Theory*
Eleanor Gay, A.M., M.S.S. *Special Lecturer on Supervision*
Graeme Hanson, M.D. *Special Lecturer on Human Behavior*
Donald F. Taylor, M.S.W. *Special Lecturer on Community Organization*
Mary M. Scanlon, S.M. *Special Lecturer on Social Work*
Sylvia Brenner, S.M. *Research Assistant in B.A. Training Program*
Marguerite Heywood, M.Sc. *Research Associate*
Millicent Hill, M.S.S. *Special Lecturer on Social Work Methods*
Don Lipsitt, M.D. *Special Lecturer in Human Behavior*
Shula T. Reinhartz, A.M. *Special Lecturer in Social Psychiatry*
Louise Remick Brown, A.B. *Assistant to the Director, School of Social Work*

Vivien R. Bourkoff, A.B. *Secretary, School of Social Work*
Martha A. Darman *Secretary, B.A. Training Program, School of Social Work*
Susan R. Krakowsky, M.A. *Secretary, School of Social Work*
Mary Alice Sullivan *Secretary in the Office, School of Social Work*





The Corporation

Joseph Timothy Walker, Jr., A.B. *Emeritus* Nyack, New York
Rosamond Lamb *Emeritus* Milton
Richard Mason Smith, M.D., S.D. *Emeritus* Boston
Elisabeth McArthur Shepard, S.B. Boston
Robert Fiske Bradford, LL.B., LL.D., L.H.D. Cambridge
Harold Daniel Hodgkinson, Ph.B., D.C.S., L.H.D. Marblehead
Milton Edward Lord, A.B. Boxford
Erwin Dain Canham, A.M., Litt.D., L.H.D., LL.D. Boston
Joseph Wheelock Lund, A.B. Boston
Franklin Knibloe Hoyt, LL.B. West Newton
John Crocker, Jr., B.D. Cambridge
Allan Risley Finlay, A.B. Wayland
Arthur Perry, A.B. Concord
Mildred Custin, S.B., L.H.D. New York, New York
Joan Melber Warburg, S.B. Greenwich, Connecticut
Colman Michael Mockler, Jr., M.B.A. Wayland
Kathryn Wilson Moore, S.B. Cleveland, Ohio
Dorothy Boulding Ferebee, M.D. Washington, D.C.
Katherine Marie Heggie, S.B. Jamaica Plain
James M. Fitzgibbons, A.B. Boston
William James Holmes, Ph.D. Brookline
Bruce Harriman, M.B.A. Marblehead
Richard G. Shapiro, M.B.A. West Newton
Herbert E. Tucker, Jr., LL.B. Wellesley
Anne Lincoln Bryant, A.B. Beverly Farms
Linda Kotzen Paresky, M.A.T. Weston
Nancy K. Cahners Pokross, A.B. Cambridge

Franklin Knibloe Hoyt, LL.B. *Chairman*
Colman Michael Mockler, Jr., M.B.A. *Clerk*
William James Holmes, Ph.D. *President*

Emeriti

Margia Haugh Abbott, Ph.B. Associate Professor of Textiles, Emeritus
Helen Goller Adams, A.M. Professor of Secretarial Studies, Emeritus
Richmond Knowlton Bachelder, B.B.A. Treasurer, Emeritus
Bancroft Beatley, Ed.D., Litt.D., LL.D. President, Emeritus
Edith Arthur Beckler, S.B. Assistant Professor of Public Health, Emeritus
Raymond Francis Bosworth, A.M. Professor of English, Emeritus
Marion Edna Bowler, A.M. Associate Professor of Romance Languages, Emeritus
Lyle Kenneth Bush, A.M. Associate Professor of Art, Emeritus
Alice Channing, Ph.D. Professor of Social Economy, Emeritus
Eleanor Clifton, A.M. Dean, Emeritus
Mildred Lauder Coombs, A.M. Associate Professor of Biology, Emeritus
Isabella Kellock Coulter, A.M. Professor of Advertising, Emeritus
Quindara Oliver Dodge, S.M. Associate Professor of Institutional Management, Emeritus
Sigrid Anderson Edge, S.M. Professor of Library Science, Emeritus
Eula Gertrude Ferguson, A.B., S.B. Associate Professor of Secretarial Studies, Emeritus
Lucy Ellis Fisher, S.M. Professor of Foods, Emeritus
Royal Merrill Frye, Ph.D. Professor of Physics, Emeritus
Ina Mary Granara, A.M. Professor of Chemistry, Emeritus
Katharine Davis Hardwick, A.M. Professor of Social Economy, Emeritus
Harrison LeRoy Harley, Ph.D. Professor of Philosophy and Psychology, Emeritus
Edith Fishtine Helman, Ph.D. Professor of Spanish, Emeritus
Leland David Hemenway, A.M. Professor of Mathematics, Emeritus
Nellie Maria Hord, A.M. Associate Professor of Foods and Nutrition, Emeritus
Minnie Emmett Kelley, S.M. Associate Professor of Social Economy, Emeritus
Ruth Shaw Leonard, S.M. Associate Professor of Library Science, Emeritus
Judith Matlack, A.M. Professor of English, Emeritus
Jennie Mohr, Ph.D., M.S.S. Professor of Social Economy, Emeritus
J. Garton Needham, Ph.D. Professor of Psychology, Emeritus
William Edgar Park, B.D., D.D., S.M., L.H.D., LL.D. President, Emeritus
Philip Morrison Richardson, Ph.D. Professor of Biology, Emeritus
Elda Robb, Ph.D., D.Sc. Professor of Nutrition, Emeritus
Margaret Louise Ross, Ph.D. Professor of Nutrition, Emeritus
Margaret Rowe, Ed.M. Associate Professor of Physical Education, Emeritus
Maida Herman Solomon, A.B., S.B. Professor of Social Economy, Emeritus
Marjory Stimson, R.N., A.M. Professor of Public Health Nursing, Emeritus
Jessie Stuart, A.M. Professor of Retailing, Emeritus
Martha Gorovitz, M.S.S. Associate Professor of Social Economy, Emeritus
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Susan S. Boehm, M.A.T. *Assistant to the Director of the Child Study Center and Resident Head, Arnold Hall*
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Paula Singer, A.B. Resident Head, Simmons Hall
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Mabel M. King Executive Housekeeper, Residence Halls

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Charlotte Lathrop, A.B. Assistant to the Coordinator of Sponsored Programs

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Awards and Prizes

Edward H. Addelson Foreign Study Award, to a student nominated by the Department of Foreign Languages and Literatures on the basis of scholastic achievement.

Alumnae Award for Academic Achievement, to a Senior distinguished as to scholarship who comes recommended by the Department in which she is enrolled as the most promising in her chosen field.

Alumnae Honor Award, to the Senior who most nearly approximates the ideal Simmons student by combining scholarship, participation in student activities, contribution to college life, and general all-round excellence.

Allen Douglass Bliss Memorial Award, to that fourth-year student, recommended by the Department of Chemistry, whose academic achievement and promise in the field of chemistry are highest among her classmates specializing in this science.

Borden Freshman Prize, established by The Borden Company Foundation, Inc., and awarded annually to that eligible student who has attained the most distinguished academic record among the members of her class for work done during the Freshman year.

William M. Cavanaugh Memorial Award, established by the Publicity Club of Boston, and awarded to a Junior or Senior in the Department of Publication who shows promise in the field of communications.

Jessie Bancroft Cox Prize in Publication, to the Senior who in the judgment of the faculty of the Department has demonstrated the greatest professional promise in the field of publication.

Mariana Evans Creel Award, to the outstanding graduating student in journalism.

Crown Zellerbach Foundation Award, to a student who, on the basis of her achievement and promise, is expected to contribute most significantly to society as a whole and to her field of endeavor in particular.

Danielson Memorial Award, awarded to an outstanding resident Junior, to be applied to her residence charges for the Senior year.

Beatrice Gannon Award, to the Senior in the Department of Management selected for outstanding scholarly achievement.

King C. Gillette Award, to the graduating Senior in the Department of Management who best exhibits those qualities of leadership, scholarship, service, and character which are usually associated with professional and personal success.

Hodgkinson Achievement Award, to an outstanding member of the graduating class, specializing in Retailing, selected for outstanding scholarly achievement.

Palmer Award, to the Senior who has been a superior student in the humanities and social sciences, and who has made a significant contribution to extracurricular activities in the area of intergroup relations.

Prince School Founder's Prize, to the outstanding member of the graduating class in the Prince Program in Retail Management.

Robert Rankin Award, to the Senior who best displays the qualities of friendliness, understanding, and interest in her fellow men which were evident in Dr. Robert Rankin.

Helena Rubinstein Scholarships, for outstanding Senior students in the fields of chemistry, business, or retailing administration.

Marjory Stimson Honors Award, established by the Nurses' Club of Simmons College in honor of Miss Stimson, for many years a member of the faculty of the Department of Nursing. It is awarded to a Senior who is distinguished as to scholarship and who comes recommended by the Department of Nursing as one of the most promising in her chosen field.

Teachers' College Book Prize, to that member of the Junior class who displays the most constructive intellectual interest in educational issues.

Catherine Jones Witton Memorial Award, to the outstanding Senior specializing in biology.



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